

**"STUDY OF ANXIETY AND MENTAL HEALTH  
AS FUNCTION OF PERSONALITY, SEX AND  
ACADEMIC ACHIEVEMENT"**



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**▲ THESIS**  
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**in**  
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## **CERTIFICATE**

Certified that the thesis entitled, "***STUDY OF ANXIETY AND MENTAL HEALTH AS FUNCTION OF PERSONALITY, SEX AND ACADEMIC ACHIEVEMENT***" by Miss Vandana Gupta embodies the work carried out by her under my supervision and that this work has not been submitted elsewhere for a degree. Miss Vandana Gupta has put in more than 200 days of attendance during this work.

  
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### DECLARATION FROM THE CANDIDATE

I, hereby **Vandana Gupta** declare that the thesis entitled  
**“STUDY OF ANXIETY AND MENTAL HEALTH AS FUNCTION  
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being submitted to Bundelkhand University, Jhansi for the Degree of  
Doctor of Philosophy in Psychology is an original piece of work done  
by me and the best of my knowledge and belief the thesis or any part of  
the thesis has not been published in any other University or examining  
body in India or abroad earlier.

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# CHAPTER - I

## **INTRODUCTION**

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As an emotional reaction anxiety is innate and plays a crucial role in shaping human behaviour. Lingis (1976) argues that in all anxious anticipation "there is a sense of void" which produces a sense of vulnerability (the basis for distress) as well as a level of exhilaration (animation of life projects)" Anxiety therefore is understood not as "a solid core of substance" but as a current of forces assembling and dissipating itself. Like any other emotion, anxiety is a psycho-physiological phenomenon on the one end of which lie numerous physiological actions reactions raising the arousal and activation level of the body and on the other, stands "a feeling tone" a cognitive state having far reaching consequences and effect on human psyche. Viewed as a cognitive level, anxiety may occur within various time frames relative to the existence of a potentially stressful event.

Endler (1978) has suggested five facets of anxiety as given below :

- 1) Interpersonal ego-threat (threat to self esteem as result of failure).
- 2) Physical danger (threat of personal harm).
- 3) Ambiguity (unpredictability and the fear of the unknown).

- 4) Disruption of daily routines (fear of disruption of daily habits).
- 5) Social evaluation (fear being negatively evaluated by others).

Which facet of anxiety surfaces when is a matter of time situation and intensity of stimulus. At times, the feeling of anxiety is very mild simply resulting in some sort of physiological restlessness or uneasiness. This feeling does not end up in our measurable danger. At other times, anxiety triggers off intense physiological reaction, thereby creating complex affective states (emotional reactivity) in which the mind and body seem to be going out of gear but simultaneously in its extreme form persistent anxiety may turn out to be chronic state of psycho-physiological reactivity, at times, leading to psychosomatic disorders.

**(i) The selection of research problem :**

Test anxiety measures have been correlated with a number of personality variables. Singru (1972) Choksi (1975) and S. Singh and H. Kaur (1976) reported a low negative correlation between the overall index of need achievement and anxiety. Christian (1978, 1979) found that there is a positive relationship between hope of success and anxiety and a negative relationship

between fear of failure and anxiety. D. Kaur and Kumaraiah (1980) reported that anxiety neurotics have less need for affiliation and more for achievement, order, abasement, nurturance and endurance as compared to normals. Khan and Q.Hassan (1983) noted that the high tension (anxiety) group exhibited a sense of despair and fear of failure, whereas the low anxiety group seemed to be hopeful of continuous movement towards a better future. Self-image of high anxiety students has been found to be low, negative and rejecting (M.K. Hassan, 1977, Kureshi & Hussain 1979). Anxiety scores have also been related to adjustment (J.G. Singh and Basu 1982, Verma and Upadhyay 1979, 1981), repression-sensitization (Sathyavathi, Kumaraiah and Murthy 1977), field dependence (R.G. Chatterjee and Bhaskar 1981, Kiran Kumar and Thimmappa 1982), psychoticism and neuroticism (S.Singh and Sehgal 1979, S.Singh, Upmanyu and Vasudeva 1978).

### **Anxiety and Academic Achievement :**

Mohsin (1972) and Nijhawan (1972) found that high anxiety college and school groups learned paired associate tasks at a slower rate than their low anxiety counterparts. A.K. Verma (1977) and R.K. Srivastava, M.Seth, N.K. Saxena and Mrinal (1980) demonstrated that on a simple psychomotor task high anxiety subjects perform better than the low anxiety group, on a complex task the reverse holds good.

In the case of the anxiety achievement relationship the majority of bivariate studies report low and negative nevertheless significant correlations (Basu and Bose 1979, Bhushan and Goraya 1982, Choksi 1975, Contractor 1981, Grewal and K. Kaur 1981, M. Gupta & P. Gupta 1980, Mookerjee, L.B. Singh & B. Singh 1982, Najma and Satyanarayana 1978, S.N. Rao 1974, B. Singh and P. Kumar 1977, S.N. Srivastava, V. Singh and G.P. Thakur 1980). While R.S. Dubey (1976, 1978, 1979) reported a positive but non significant relationship between these two variable (Anxiety and achievement) and Krishna and V.R. Agarwal (1978) did not find and relationship between these two variables. S.Sharma (1978) reported that anxiety is related differentially to various school courses, test anxiety as a better predictor of academic success and there is evidence of anxiety by intelligence interaction. The magnitude of a negative relationship between anxiety and academic achievement varied with the nature and content of the course (Ganguli, 1981, Kapur 1982, S.Sharma 1978, S.Sharma and U.Rao 1983, Vora 1980). Therefore the problem undertaken for the present study is-  
**"A study of anxiety and mental health as a function of personality sex and academic achievement."**

## **(ii) Description of variables**

### **(a) Anxiety :**

Everyone has worries and fears, even the rich and famous. Freud argued that anxiety can be adaptive if the discomfort that goes with it motivates people to learn new ways of approaching life's challenges. But whether it is adaptive or maladaptive, the discomfort can be intense. The anxious person who is waiting for the worst to happen is often unable to enjoy a personal life or gain gratification from work. Anxious people may thus prevent themselves from experiencing positive outcomes in life.

The term anxiety is usually defined as a diffuse vague very unpleasant feeling of fear and apprehension. The anxious person worries a lot, particularly about unknown dangers. In addition, the anxious individual shows combination of the following symptoms rapid heart rate, shortness of breath, diarrhea, loss of appetite, fainting dizziness, sweating, trembling, sleeplessness, frequent urination and tremors. All of these physical symptoms accompany fear as well as anxiety. Fear differs from anxiety in that people who have fears can easily state what they are afraid of. People who feel anxious, On the other hand, are not aware of the reasons for their fear. Thus even though fear and anxiety involve similar reaction, the

cause of worry is readily apparent in the former case but is not at all clear in the latter.

It is normal for people to experience anxiety, when faced with stressful threatening situation, but is abnormal to feel strong choric anxiety in the absence of an obvious cause. Anxiety can be experienced in a number of different ways. We discuss four types of disorders-Generalized anxiety, Panic, phobic, and obsessive-compulsive disorders. Anxiety disorders are common. This Table shows the percent of the U.S. population that suffers from anxiety disorder during any given year.

Prevalence of Anxiety Disorder-

Disorder	Percent (1-year prevalence)
Any anxiety disorder	13.3
Generalized anxiety disorder	2.8
Panic disorder	1.7
Phobic disorder	8.0
Obsessive-compulsive disorder	2.3
Posttraumatic stress disorder	3.6

**Generalized Anxiety Disorder :**

As the name suggests, the main feature of generalized anxiety disorder is a choric state of diffuse, unfocused anxiety.

People with this disorder can not say what it is that they are afraid of; all they know is that they feel a persistent sense of tension and dread a condition that Freud Called "Free floating anxiety." Generalized anxiety disorder might best be described as consisting of prolonged, vague, unexplained, but intense fears that do not seem to be attached to any particular object. They resemble normal fears, but there is no actual danger, and in most cases danger is not even imagined to be present.

In generalized anxiety disorder, anxiety persists for 6 months or longer and is not attributable to recent life experiences. The symptoms of generalized anxiety disorder usually include motor tension, hyperactivity of the autonomic nervous system, dread of the future and hypervigilance.

One study conducted in three cities found that between 4.1% and 6.6% of The Population had experienced a generalized anxiety disorder during their lives. It is more common among women than men. The course of generalized anxiety disorder for both men and women is usually protracted, with durations of as long as 20 years being common. The disorder tends to become evident between the late teens and early twenties. However experiences early in life in which children feel they do not have control over what is happening in the environment or what

might happen tend to make them especially vulnerable to the development of anxiety.

John Valle improved somewhat as a result of his Psychotherapy, which was psychodynamically oriented. However, generalized anxiety disorder is often difficult to treat, and there is no one clinical technique that regularly results in a cure. Cognitively and Psychodynamically oriented Psychotherapy can be helpful in some cases, as can behaviorally oriented treatment. The available medications designed to counter act anxiety are often helpful while the patient is taking them, but when they are discontinued symptoms usually return. Furthermore, prolonged use of these medications can have significant side effects.

### **Panic Disorder :**

Pan, the Greek god of woods and fields was blamed for the inexplicable dread sometimes felt by travelers in lonely places. Panic disorder may attack with no warning. The indicators or panic disorder are similar to those of generalized anxiety disorder, except that they are greatly magnified and usually have a sudden on set. However there are differences between generalized anxiety disorder and Panic disorder in their risk factors, rates of occurrence, and family incidents rates.

The term Panic Attack denotes an abrupt surge of intense anxiety rising to a peak that either is cued by the presence, or thoughts, of particular stimuli or that occurs without obvious cues and is spontaneous and unpredictable. In a Panic attack, anxiety mounts to an almost unbearable level. The person sweats feels dizzy, trembles, shivers, feels chest pain or discomfort, and gasps for breath. The pulse quickens and the heart pounds. Above all there is a feeling of inescapable doom. The person may feel that he or she is about to die or go insane or commit some horrible act. Such attacks usually last several minutes, though they may continue for hours. When the attack subsides, the person feels exhausted, as if he or she had survived a traumatic experience which is in fact the case.

In some instances, as we shall see, panic attack occur in response to a specific phobic stimulus. A person with a phobia for dogs hears a dog bark, and this precipitates an attack. In such cases, the person is diagnosed as phobic. In many other instances, Panic attacks occur in the absence of any phobic stimulus, and in this case the condition is called Panic disorder. Before the onset of the Panic attacks, Patients may have been simply "nervous" or they may have shown all the signs of generalized anxiety disorder. Consequently as victims of Panic disorder may in fact cease to go anywhere—the movies, the grocery store, a restaurant.

Recent research has revealed that persons who experience Panic attacks perceive themselves as having impairments in their physical health and emotional well being and in occupational and financial functioning. They are heavy users of health care facilities and emergency departments. Twenty percent of patients with panic disorder report that they have attempted suicide. In addition to studying suicidal cognitions of people who experience Panic attacks, research has revealed certain cognitive process that occur during these attacks.

It has been discovered that Sodium lactate, when administered intravenously to patients with panic disorder, will often provoke a panic attack, whereas this idea does not happen to the general population. A number of research teams are seeking to identify the mechanisms by which sodium lactate causes Panic attacks.

### **Phobic Disorder :**

Phobos was the Great god of fear. His likeness was painted on masks and shields to frighten enemies in battle. The word Phobia, derived from his name, came to mean fear, panic, dread, or fright. Unlike people who have generalized anxiety disorders, people who have phobic disorders know exactly what they had afraid of. Except for their fears of specific objects, People or situations,

Phobic individuals usually do not engage in gross distortions of reality.

Phobic Disorder involve two factors : (1) a phobia, or intense fear of some object or situation which, as the individual realizes, actually poses no major threat; and (2) avoidance of the phobic stimulus is something that seems utterly harmless. Often, however the stimulus is one that carries a very slight suggestion of danger something that a child, for example might be afraid of such as dogs, insects, snakes, or high places. Non phobic people may also avoid these things. There are many people, for example, who distinctly prefer not to step out onto fire escapes and who would never touch a snake, no matter how harmless. The difference between these reaction and a phobic reaction is, one of severity. While the normal person may feel apprehension at the sight of a snake, the snake phobic person will show intense anxiety, along with its usual physiological signs : escalated heart rate, sweating and so forth. Phobic people, unlike others, must design their lives so that they avoid the thing that they fear the most.

Phobic individuals do not need the actual presence of the feared object or situation to experience intense tension and discomfort. One study of phobic patients showed that their fears fell into five categories related to (1) separation, (2) animals,

(3) Bodily mutilation, (4) Social situation, and (5) Nature.

Phobias tend to grow progressively broader. Phobic individuals usually develop ways of reducing their fears. The subway rider was able to get from one place to another. The cumbersome procedures people with phobias devise do not eliminate their fear; In one sense, phobic individuals who can not cross the thresholds of certain rooms or cannot work may be as incapacitated as people with severe psychotic symptoms. They are more fortunate than people who exhibit free-floating anxiety, Since at least their fears are directed toward a specific object and they can reduce their anxiety by simply avoiding that object.

Phobias are fairly common, affecting upto 8 percent of the general population. Today, therefore, phobias are grouped into three general categories : Specific phobias, social phobias, and agoraphobia.

Specific Phobias are a miscellaneous category of marked, persistent, irrational fears. These phobias range from very general to highly specific. Specific phobia is the most common type of phobia, with about 11% of the population meeting the criteria for specific phobia during their lifetimes. Some specific phobias are related to having had traumatic experiences earlier in life. A variety of therapeutic approaches have been used in treating specific phobia.

Social phobias occur at only about 2.5%. They can attack with no less force. Social phobias are characterized by fear and embarrassment in dealing with others. Common objects of social phobia are public speaking eating in public, and using public bathrooms. These problems often begin in late childhood or early adolescence and may crystallize into a phobia in late adolescence. Shyness is often mistaken for social phobia. The personal lives of social phobias is typically bleak. They often have no friends. shy people do not experience the terror felt by those with social phobia when they find themselves in situations where they might be exposed to criticism from others. The diagnosis of social phobia refers to anxiety that is chronic, pervasive, and disabling across diverse situations that involve contact with others.

A person with Agoraphobia may look no different from one with a social phobia. Both may stay home from a party. But their reasons for doing so are different. While the socially phobic individual is afraid of the scrutiny of other people, the agoraphobic individual is afraid of his or her own internal cues. The agoraphobic person dreads the awful anxiety of a panic attack and is afraid of losing control in crowd. Minor physical sensations may be interpreted as the prelude to some catastrophic threat to life. In severe cases, the individual may have an irrational fear of leaving

the familiar setting of the home; In the most extreme cases, the victim is unable even to walk down the street or go shopping. Agoraphobia is more Common among women than among men. In some cases the Agoraphobia often begins in the late teens, although it is also observed in older people. And like other phobias, it waxes and wanes, and it is not uncommon for the object of the fear to change. About 50% of people who experience panic attacks go on to develop agoraphobia unless they are treated early with certain drugs. Agoraphobic individuals are often clinging and dependent. In some sense, Agoraphobia is a delayed outbreak of childhood separation anxiety. Because separation anxiety is almost always measured by means of retrospective self reports, there is a need for longitudinal studies that allow for the observation of subjects, behaviours in addition to self report.

### **Obsessive Compulsive Disorder :**

An obsession is a thought or an image that keeps recurring to the mind, though the individual may consider it senseless and extremely unpleasant. Similarly, a compulsion is an action that the individual feels compelled to repeat, again and again, though he or she has no conscious desire to do so.

The individual feels that he or she has not voluntarily produced the obsession or compulsion; rather, they have simply

forced their way in and take over. People suffering from either obsession or compulsion- or, as is usually the case, from both- are said to have obsession compulsion disorder.

Mild obsession strike many of us from time to time. We may dwell repeatedly on some song lyric, or our thoughts may keep running back to a story we read in the paper or to the question of whether we remembered to leave out food for the cat before going to work. But these minor obsession pass, and we go on about our business. Pathological obsession, on the other hand, do not pass; they recur day after day. Furthermore, they often have a prurient or violent quality, which makes them even more demoralizing to the people who have them. A mother may become obsessed with the idea of drowning her baby in its bath, or a man may become obsessed with the fear that he will masturbate in public.

Compulsion though they may be as irrational and disruptive as obsession, tend to be more "acceptable" in content. Indeed they generally have overtones of duty and caution. Compulsive tend to fall into two categories First are those with checking rituals- People who are compelled to interrupt their activities again and again to go and make sure they have done something that they were supposed to do. Some people, for example, no sooner get into bed than they have to get up and make

certain they have locked the front door, all the door and windows in the house- a process that may be repeated seven or eight times until, exhausted and still uncertain, they at least fall a sleep.

The second group are those with cleaning rituals such as compulsive hand washers, who are typically obsessed with the idea that they are contaminated. Compulsives become extremely anxious if they are prevented, or try to prevent themselves, from engaging in it. Obsessive compulsive disorder can be completely disabling, as the person's life is given over to obeying the compulsion. The obsession or compulsion intrudes insistently and persistently into the individual's awareness. A feeling of anxious dread occurs if the thought or act is prevented for some reason. The obsession or compulsion is experienced as foreign to oneself; it is unacceptable and uncontrollable. The individual recognizes the absurdity and irrationality of the obsession or compulsion. Obsessional thoughts often seem distasteful and shameful. Their content generally involves harming others, causing accidents to occur, swearing, or having abhorrent sexual or religious ideas. Depending on the situation and the nature of the obsession, obsessive individuals may feel some pride in their unwillingness to make pre-mature decision or may feel self-contempt when indecisiveness prevents them from acting.

Many clinicians believe that fear of loss of control and the need for structure are at the core of the obsessions and compulsions. Whether the disorder reflects the impact of environment factors or heredity, its incidence is greater among members of some families than among the general population.

People who suffer from obsessive-compulsive disorder are very cautious. Like victims of phobias and other anxiety disorders they unreasonably anticipate catastrophe and loss of control. Normally the object of phobia can be avoided whereas that of an obsession can not be, but again there are mixed cases; a dirt phobia may be as intrusive as an obsession because dirt is everywhere.

Clinical workers often observe that both obsessive-compulsive and phobic individuals have an usually high incidence of interpersonal problems. Obsessive-compulsive persons develop a more elaborate set of beliefs concerning their preoccupying thoughts and rituals than phobics do about their fears. Cognitions seem to play a larger role in obsession-compulsion than in phobia.

Obsessive compulsive disorder is rare, and it is not to be confused with problems such as excessive drinking, eating, or gambling. For many years, obsessive-compulsive disorder was considered to be very resistant to treatment, but the outlook is

beginning to be more hopeful. Psychological therapies are helpful when the patient is exposed to stimuli that usually evoke compulsive rituals and the patient actively inhabits the rituals. This type of behavioural therapy requires that the patient be highly motivated to resist obsessive thoughts and compulsion. Recent evidence suggests that many people suffering from obsessive-compulsive disorder feel an excessive sense of responsibility that produces automatic negative thoughts like "I might cause a fire"; these in turn, produce discomfort. Cognitive therapists seek to help patients become aware of their excessive sense of responsibility as a step toward overcoming obsessions and compulsions.

### **Posttraumatic Stress Disorder :**

Posttraumatic stress disorders are acute psychological reactions to intensely traumatic events- Events much more disturbing than most ordinary human troubles. These include assault, rape, natural disasters such as earthquakes and flood, accidents such as airplane crashes and fires and wartime traumas such as torture and bombing; Predictably, most of our knowledge of posttraumatic stress disorders come from war- survivors- People who lived through Nazi-concentration camps, the bombing of Hiroshima, or simply the day to day agonies of combat in world-war II and the Korean and Vietnam wars.

PTSD involves an extreme experience, such as war or a natural catastrophe, whose effect may extend over a long period. The traumas range from those that are directly experienced to those that are witnessed. The onset of the clinical condition in Posttraumatic disorders varies from soon after the trauma to long after. Victims may go on for days, weeks, or months reexperiencing the traumatic events, either in pained recollection or in nightmares. In some cases, stimuli reminiscent of the event may cause the patient to return Psychologically to the scene of the disaster and go through it, in his or her mind, all over again. At the same time, victims of these disorders show diminished responsiveness to their present surroundings, a sort of "Emotional anesthesia". They also suffer physical symptoms Insomnia, decreased sex drive, and heightened sensitivity to noise-so that they may jump out of their seats at the sound of a door opening. In addition, they may show depression anxiety and intense irritability, exploding over the slightest frustration. Not surprisingly, the likelihood of a person's developing posttraumatic stress disorder seems to depend to some degree on the person's psychological strength prior to the trauma. It also depends on the nature of the trauma. Trauma caused by human actions, such as combat, fires, or construction disasters, tend to precipitate more severe reactions than natural disasters such as flood, earthquakes,

or hurricanes. Symptoms of posttraumatic stress disorder generally appear shortly after the trauma. In the usual case symptoms clear up by themselves within about six months; For example a recent survey found that of the 2.7 million American military personnel who served in the Vietnam war, somewhere between 500,000 and 700,000 are still suffering from Posttraumatic stress disorder that is 20 to 25 percent, a shockingly high number. According to one study certain characteristics of the vietnam conflict made it particularly damaging psychologically. To begin with recruits were shipped to vietnam on their own rather in combat groups and once their, were transferred frequently. As a result, they had little chance to develop a sense of group, identity which provides psychological protection against stress.

According to some writers, victims of severe physical trauma show a definite pattern of responses known as the disaster syndrome. In the first phase, the shock stage, they are stunned and dazed, frequently to the point of immobility. In extreme cases there may be disorientation and memory loss as well. During the second stage the suggestibility stage, they become passive and are willing to take orders from almost anyone. They may begin to express concern for other people involved in the incident. During the recovery stage, they begin to pull themselves together and to approach their

situation in a more rational way. However, they may still show signs of generalized anxiety and may go on recounting their experience to others again and again. Combat and civilian catastrophes may trigger posttraumatic stress disorder depending on the person's previous psychological adjustments to less severe traumas.

PTSD differs from less serious trauma related disorders, not only in the extremity of the traumatic experience, but also the seriousness of the condition, its duration, and its poorer prognosis. In addition, evidence is accumulating that personal vulnerabilities play an important role in PTSD.

#### **Vulnerability Factors :**

In one study, 72% of individuals with PTSD diagnoses had prestress histories of psychological disorder. Prominent among the prestress diagnoses adult, PTSD patients were depression and alcohol abuse. The major finding was that those who react with an apparently unwarranted calm may be particularly prone to posttraumatic distress problems such as severe anxiety, sleep disruptions or flashbacks, which may not surface until months or even years later. There was also evidence that such people may also be inclined to put themselves in danger during a disaster because they ignore the reality at the peril. The heightened risk occurs particularly in those whose steadiness during a catastrophe is a

result of symptoms of dissociation that include lack of emotional reaction, a feeling that the events are unreal or disorientation. Thus those who tend to shut out reality in a stressful situation are at heightened risk for developing severe posttraumatic disorder.

There are some indications that individuals who are socially withdrawn inhibited, irritable, pessimistic and impulsive, as well as those with tendencies toward dissociation, may be more vulnerable to traumatic experiences. A family history of these tendencies also increases the risk of Posttraumatic problems, suggesting a possible genetic contributor to vulnerability. A hypothesis that merits serious consideration is that if individuals do not possess adequate coping skills or social support, they will become fearful about a repetition of the stress, and this fear contributes to a cycle of chronic over arousal and anxiety. The preoccupation with and anticipation of future stress may be at the core of PTSD.

### **Posttraumatic Stress Disorder :**

### **Somatoform Disorder :**

The primary feature of the somatoform disorders is as the name suggests, that psychological conflicts take on a somatic, or physical, form some patients complain of physical discomfort

stomach pains, breathing problems, and so forth. There are several type of somatoform. We shall discuss three forms, Hypochondriasis, Somatization disorder and Conversion disorder.

### **Hypochondriasis :**

The primary feature of hypochondriasis is a gnawing fear of disease- a fear maintained by constant misinterpretation of physical signs and sensations as abnormal. Hypochondriasis have no real physical disability; what they have is a conviction that a disability is about to appear. Hence they spend each day watching for the first signs of its onset. Such signs usually do not take long to appear. One day the heart will skip a beat, or the body will produce some new ache or pain. This is then interpreted by the hypochondriac as the first sign of disease that is now at work through his or her body.

It should be emphasized hypochondriac do not take their "symptoms". They truly feel the pains they report; they are sincerely afraid that they are about to succumb to some grave disease; and they suffer terribly as a result. In so far as they can not be reassured by the medical evidence, their fears are irrational. Instead Hypochondriacs tend to confine their anxieties to more ordinary syndromes, such as heart disease or cancer, and will generally focus on a single order.

### **Somatization Disorder :**

Somatization disorder resembles hypochondriasis in that it involves symptoms with no demonstrable physical cause. Yet the two disorders differ in the focus of the patient's distress. What motivates the hypochondriac is the fear of disease, usually a specific disease, the "symptoms" are troubling not so much in themselves but because they indicate the presence of that disease. In contrast, what bothers the victim of somatization disorder is actually the "symptoms" themselves. There is also a difference in their approach to the symptoms. Whereas hypochondriacs may try to be scientific, measuring their blood pressure several times a day and carefully reporting the results. Victims of somatization disorder usually describe their symptoms in a vague, dramatic, and exaggerated fashion. Finally, the two disorders differ in the number of complaints. Hypochondriacs as noted, often fear one particular disease, and therefore their complaints tend to be fairly limited. In somatization disorder, on the other hand, the complaints are many and varied.

### **Conversion Disorder :**

In Hypochondriasis and somatization disorder, there is no physical disability only fear of or complaints about illness or disability. In conversion disorder, on the other hand, there is an

actual disability. The loss of impairment of some motor or sensory function. Conversion symptoms vary considerably, but among the most common are blindness, deafness, paralysis, and anesthesia (loss of sensation)- often partial but sometimes total like the "symptoms" involved in hypochondriasis and somatization disorder conversion symptoms are not supported by the medical evidence, but neither are they "Faked". They are involuntary responses, not under the person's conscious control. At the same time they contradict the medical facts.

Conversion disorder formerly known as hysteria, has played a central role in the history of psychology. It may be said that Psychodynamic theory grew out of the study of Hysteria. Today many psychologists reject the sexual interpretation, but it is generally agreed that conversion disorders are the result of some psychological conflict. The conversion symptom serves two important psychological purposes. First, it blocks the individual's awareness of internal conflict; this is called the primary gain. In addition, it confers the secondary gain of excusing the individual from responsibilities and attracting sympathy and attention.

Conversion disorders represent something of philosophical paradox. On the one hand, the patient's body appears to be in good health. Biologically conversion patients can do

whatever it is that they say that can not do. All evidence points to the conclusion that the conversion patient's body is capable of functioning properly. On the other hand, conversion patients by definition are not consciously refusing to use parts of their body.

### **Dissociative Disorder :**

The dissociative disorders involve the dissociation or splitting apart, of components of the personality that are normally integrated. As a result, some Psychological function identity, memory, control over motor behaviour is screened out of consciousness. We shall examine three dissociative syndromes; amnesia, fugue, multiple personality.

### **Psychogenic Amnesia :**

The partial or total forgetting of past experiences, often appears in organic brain syndroms. However, it may also occur without organic cause, as a response to psychological stress. There are four patterns of Psychogenic amnesia. First and most common is localized amnesia, in which all events occurring during a circumscribed period of time are blocked out. Second and less common is selective amnesia, in which the person makes 'spot' erasures forgetting only certain events, that occurred during a circumscribed period of time. Third is generalized amnesia, in which

the person forgets his or her entire past life. Finally another rare pattern is continuous amnesia, in which the person forgets all events after a specific period and up to the present, including events that occur after the onset of the amnesia.

Some psychogenic amnesias continue for the rest of a person's life. Most, however, remit abruptly and spontaneously anywhere from a day to several years after the onset.

### **Psychogenic Fugue :**

A condition related to amnesia is psychogenic fugue, in which the individual takes a sudden, unexpected trip or excursion, forgetting his or her identity and assuming a new identity. Fugue, then, is a sort of travelling amnesia, but it is more elaborate than amnesia. While amnesia, in their confusion, may wander about aimlessly, fugue patients are purposely to their movements. Amnesia may also forget their identity, fugue patients go one step further and manufacture a new identity. In rare cases however, patients will travel to foreign countries, assume an utterly new identity, fabricate a detailed past history, and pursue a totally new life for months or even years.

Like Amnesia, fugue is generally rare, but more common in wartime and after natural disasters.

## **Multiple Personality :**

Perhaps the most bizarre of the dissociative disorders is multiple personality, in which the individual alternates between two or more distinct personalities, each well integrated and well developed, with its own tastes, habits, memories, and learned behaviours. There are different patterns of multiple personality-patterns that become more complicated as the number of personalities increases. In the simplest form, called alternating personality. A second pattern involves one or more dominant personalities and one or more subordinate ones. While the dominant personality is ostensibly controlling the persons behaviour, the subordinate personality, fully aware of the thoughts and actions of the dominant personality, continues to operate subconsciously and to make its presence felt now and then through various covert means. Many cases of multiple personality seem to involve personalities that are polar opposites. In this respect multiple personalities seem to be extreme cases of the normal conflict between self indulgence and restraint- or as the Freudians would put it, between id and superego- that all human beings experience in some measure.

## **Perspectives on the Anxiety, Somatoform and Dissociative Disorder -**

### **The Psychodynamic Perspective :**

#### **Neurosis :**

Adherents of each of the different psychological perspectives offer different interpretations and treatments for anxiety somatoform and dissociative disorders. A fundamental concept of Psychodynamic view is that anxiety is the cause of neurosis, and the form that neurotic behaviour takes depend on how the individual responds to his or her anxiety. In a large number of cases the anxiety will be experienced directly, resulting in generalized anxiety disorder.

According to Psychodynamic theory, however, generalized anxiety disorder is unique in that the principal defense employed is that of repression. In the other neuroses, the defences against anxiety are considerably more elaborate, and it is these defences that appear as the symptoms of neurotic disorder. In amnesia, and in all dissociative disorders involving amnesia, Psychodynamic theorists see total repression at work. Obsessive compulsive disorder may be interpreted in a number of ways, depending on the nature of the obsession or compulsion as- a man

who is obsessed with the fear that he will kill his wife in her sleep, Psychodynamic theory would suggest that the unconscious aggressive impulse has in fact made its way into the conscious mind.

In hypochondriasis and somatization disorder, Psychodynamic theory would see a strong element of regression.

In conversion disorder, the individual uses the defense of disability, blocking awareness and expression of forbidden impulses by incapacitating some part of the body related to those impulses.

The goal of Psychodynamic therapy is to remedy this situation by exposing and neutralizing the material that the ego is spending its energy to repress. In other words if patients can face and understand their repressed conflicts, the ego will be liberated from the all consuming task of masking these conflicts and can devote itself to more useful and creative task.

### **The Behavioral Perspective :**

#### **Learning to be anxious :**

Behaviorists often agree with psychodynamic theorists about the role of anxiety in personality disorder, but they offer different explanations and treatments. According to the behaviorists, the two-stage process of avoidance learning is the major source of

anxiety. Behavioural therapy is aimed at removing the symptoms rather than determining their cause. Behavioural techniques include systematic desensitization, in vivo desensitization, modeling and operant conditioning.

In systematic desensitization, a series of fear arousing stimuli, carefully graded from mild to strongly fearful are used. Only when a client is comfortable with one level of fear producing stimuli is the next slightly stronger stimuli introduced.

In vivo desensitization means that the individual experiences the actual feared situation rather than imagining it under therapist's direction. In vivo desensitization may be conducted gradually, beginning with low levels of stimulus intensity, or rapidly, by exposing the client immediately to high intensity and prolonged stimulation. This rapid, intense exposure is called flooding.

A useful treatment both for phobias and for obsessive-compulsive disorder involves modeling as well as the kind of practicing just described. Modeling also provides an opportunity for therapists to teach patients new cognitive strategies, by altering them to self defeating thoughts that they might engage in and by showing them. How to combat such thoughts.

Operent conditioning, the alternation of consequences to change behaviour, can also be used for these disorders. New adaptive responses can be shaped by rewarding successive approximations of the desired responses.

### **The Cognitive Perspective :**

Cognitive activity is often a specific step in behavioural therapy; for example in systematic desensitization the client is asked to visualize, think about, or imagine certain fear arousing situations. Cognitive rehearsal in combination with in vivo exposure has been used successfully with Phobic and obsessive - compulsive individuals. Available evidence suggests that this procedure is highly effective in ultimately reducing anxiety, regardless of whether the client feels relaxed or anxious during exposure.

Modeling can also have an important cognitive element. Someone who overcomes intense fears as a result of a behavioral therapy program such as participant modeling acquires more self-confidence and may begin to think about new ways of behaving in situations that were not covered in the modeling program.

Cognitive-behavioural therapy is based on the learning principles of extinction and reinforcement that emphasize cognitive behaviour. Cognitive therapy focuses on a number of techniques

that are usually combined with various behavioural exercises. These include **cognitive restructuring**—The therapist helps clients review their irrational beliefs and expectation and develop more rational ways of looking at their lives.

**Thought Stopping**- It works on the assumption that a sudden distracing stimulus such as an unpleasant noise, will serve to terminate obsessional thoughts.

**Cognitive Rehearsal**- Through which the client can mentally rehearse adaptive approaches to problematic situations.

### **The Biological Perspective :**

Strong evidence for a genetic factor in anxiety disorder is shown in studies of both animals and humans. There is also some weaker evidence for an environmental factor. A number of drugs are now used for treating specific anxiety disorders.

The benzodiazopins, tranquilizing drugs such as Valium, are the most frequently prescribed drugs used in the general treatment of anxiety. One Benzodiazepine derivative, alprazolam, has recently become popular for treating panic disorders.

A Group of antidepressant drugs, the tricyclics are also used successfully in treating obsessive-compulsive disorder especially in combination with behaviour therapy. It is thought that

one reason antidepressant drugs are useful in treating anxiety is because of the overlap in symptoms and certain other conditions in the different disorders. The overlap is referred to as Co-morbidity. Combination of biological and psychological treatment techniques have often been found to be more effective than either approach alone.

**(b) Personality :**

We frequently use the term personality in everyday speech to refer to qualities that are regarded highly when asked for a more precise description, most people probably think of personality as a rather vague entity that an Individual either possesses or does not possess. An individual's personality is evaluated by observing his normal ways of adjusting to the situations that life presents. A Committee meeting may reveal the personality of the individuals that compose it. One person is aggressive and wants to run things. One person may be over sensitive and feel a personal slight if anyone questions his opinions. One member may see other points of view fair mindedly, whereas another refuses to be stirred from his preconceived ideas. The situation thus brings out the typical reactions of the people concerned. We give labels to these traits : dominance, compliance, sensitiveness, fair mindedness, prejudice and so on.

Personality is defined as the whole person his external appearance and behaviour, his inner awareness of self, and his unique pattern of measurable traits which are fairly permanent.

### **Influence on Personality :**

There are individual differences in personality noticeable from birth, biological predisposition are in evidence.

### **Biological Predisposition :**

Many studies support the conclusion that prenatal environment is important for both physical and psychological development for example - A highly nervous mother produces an excess of hormones from her adrenal glands which may be passed along to the unborn child. Even birth itself can bring trauma in different ways, resulting in such abnormalities as cerebral palsy, mental retardation or blindness. Genetic differences play a large role in individual differences in personality as well as in physical characteristic. The physiological system manufactures and secretes many chemical agents which affect behaviour. Even a slight imbalance in the hormones secreted may affect changes in appearance, physique, temperament or intelligence. Physiological drives and organic needs affect personality both directly and indirectly.

### **Agents of Socialization :**

Through the process of socialization in person learns what he is supposed to do, as well as what not to do. The ways in which sanctions are applied are important to personality development. For example-Middle class parents use reasoning, isolation and the threat of the loss of love in attempting to control their children's behaviour, whereas lower-class parents tend to use ridicule and physical punishment. The lower class places stress on respectability, the middle class on more internalized standards of conduct. Agencies of socialization change as the individual matures. At first the family is most important. In childhood and in adolescence, it is peer group and the school that become important.

The personality development of a child depends both on social interaction and on the perception of that interaction. When the baby first discovers the difference between "me" and "not me", he is beginning to learn a concept of self. A parent should keep in mind what it is he wants to develop but within the potentials of the specific child. The over protective mother may steer him infantile behaviour; authoritarian fathers divert behaviour toward shyness and an attitude of inferiority.

Within the peer group the child has more than an equal chance of communication because the group has no basis for

existence except sociability. It is from his peer group that the child often finds persons he can imitate and identify with; they shape his personality development. Success failure or simply the relationships found in the school setting all have an impact on personality formation because of the great amount of time spent in school.

The mores of the family, the peer group and the school are based on the specific cultures of each group. The subcultures can be alike or can differ surprisingly. Older values are challenged constantly. In viewing cultural influences and the "gaps" between age, ethnic, educational, and occupational group four facts are of importance (1) People respond at different rates of socialization (2) Opportunities differ for different groups (3) Experience plays a part in socialization (4) The structures of impersonal systems (schools, colleges, industries and governments) provide sources of frustration that repeated, begin to affect personality.

### **Theories of personality :**

#### **Psychoanalytical Theory-Freud's Theory of Personality :**

Freud developed his theories of human personality and mental illness. His ideas were complex and touched on many different issues. With respect to Personality, However, four topics are most central.

1. Levels of consciousness.
2. The structure of personality
3. Anxiety and defense mechanisms.
4. Psychosexual stages of development.

**(1) Levels of Consciousness :**

Freud believed that the human mind has three distinct levels : the conscious, Preconscious, Unconscious. He concluded that most of the mind lies below the surface-below the threshold of conscious experience. Above this boundary is the realm of the conscious. This includes our current thoughts; whatever we are thinking about or experiencing at a given moment. Beneath this conscious realm is the much larger preconscious. This contains memories that are not part of current thought but can readily be brought to mind if the need arises. Finally beneath the preconscious, and forming the bulk of the human mind, is the unconscious thoughts, desires and impulses of which we remain largely unaware. Although some of this material has always been unconscious. Freud believed that much of it was once conscious but has been actively repressed driven from consciousness because it was too anxiety provoking. Freud contended that shameful experiences or unacceptable sexual or aggressive urges are often driven deep within

the unconscious. He believed that one way of probing the unconscious was through the interpretation of dreams.

### **The structure of Personality : ID, EGO, Super EGO :**

Freud believed that personality involves three basic structures. Id. Ego super Ego, which correspond very roughly to desire, reason, and conscious.

According to Freud, the Id is totally unconscious and operates in accordance with what he termed the pleasure principle : It demands immediate, total gratification and is not capable of considering the potential costs of seeking this goal.

Ego in Freud's theory, the part of personality that takes account of external reality in the expression of instinctive sexual and aggressive urges. The ego operates in accordance with the reality principle : it takes into account external conditions and the consequences of various actions and directs behaviour so as to maximize pleasure and minimize pain. The ego is partly conscious but not entirely so.

Super ego- the portion of human personality representing the conscience. It too seeks to control satisfaction of ID impulse; but in contrast to the ego, it is concerned with morality. The superego permits us to gratify such impulses only when it is

morally correct to do so-not simply when it is safe or feasible, as required by the ego. The superego is acquired from our parents and through experience and represents our internalization of the moral teachings and norms of our society. Freud felt that this constant struggle among Id, ego, and super ego plays a key role in personality and in many psychological disorders.

### **Anxiety and Defence Mechanism :**

#### **Self Protection By the Ego :**

Anxiety : In Freudian theory. Unpleasant feelings of tension or worry experienced by individuals in reaction to unacceptable wishes or impulses. Freud contended, the ego may resort to one of several different defence mechanisms. Techniques used by the ego to keep threatening and unacceptable material out of consciousness and so to reduce anxiety. Defense mechanisms take many different forms. For example- in sublimation- A defense mechanism in which threatening unconscious impulses are channeled into socially acceptable forms of behaviour. Other defense mechanisms are repression- "Forgetting" or pushing from consciousness into unconsciousness unacceptable thoughts or impulses as- A woman fails to recognize her attraction to her handsome new son-in-law, Rationalization conjuring up socially acceptable reason for thoughts or actions based on unacceptable

motives as - A young woman explains that she ate an entire chocolate cake so that it would not spoil in the summer heat, projection- transferring unacceptable motives or impulses to others- A man who feels strong hostility toward a neighbour perceives the neighbour as being hostile to being, Displacement-Redirecting an emotional response from a dangerous object to a safe one as- A man redirects anger from his boss to his child, Regression- Responding to a threatening situation in a way appropriate to an earlier age or level of development as-A student asks a professor to raise his grade; when she refuses, the student throws a temper tantrum.

### **Psychosexual stages of development :**

According to Freud- an innate sequence of stages through which all human beings pass. At each stage pleasure is focused on a different region of the body. Before turning to the stages themselves, however, we must first consider two important concepts relating to them libido and fixation.

Libido : According to Freud, the psychic energy that powers all mental activity. Fixation, excessive investment of psychic energy in a particular stage of psychosexual development; this results in various types of psychological disorders. According to Freud, as we grow and develop, different parts of the body serve as the focus of our quest for pleasure. In the initial oral stage- In

Freud's theory, the stage of psychosexual development during which pleasure is centered in the region of the mouth. Anal stage- In Freud's theory, the psychosexual stage of development in which pleasure is focused primarily on the anal zone. Phallic stage- In Freud's theory, an early stage of Psychosexual development during which pleasure is centered in the genital region. It is during this stage that the oedipus complex develops. Oedipus complex- In Freud's theory a crisis of Psychosexual development in which children must give up their sexual attraction to their opposite sex parent. Latency stage- In Freud's theory, the psychosexual stage of development that follows resolution of the oedipus complex. During this stage, sexual desires are relatively weak. Genital Stage- In Freud's theory the final stage of psychosexual development- one in which individuals acquire the adult capacity to combine last with affection.

#### **Research Related to Freud's Theory :**

Freud contended that our feelings and behaviour can be strongly affected by information we can not bring to mind and can not describe verbally. Research in many fields of psychology suggests that to some extent this is true. Although psychologists refer to such information as non-conscious rather than as "Unconscious" in order to assuming that such information has been repressed.

Several studies show that persons who described themselves as totally unprejudiced still sometimes demonstrate signs of negative feelings or emotions about members of minority groups- feeling of which they appear to be largely unaware.

### **Other Psycho analytical views :**

#### **Freud's Disciples ..... and Defectors :**

Personality theorists who accepted basic portion of Freud's theory but rejected or modified other portions.

#### **Jung : The Collective Unconscious :**

Jung shared Freud's views concerning the importance of the unconscious, but contended that there is another part of this aspect of personality that Freud overlooked : The collective unconscious. According to Jung, the collective unconscious holds experiences shared by all human beings. The collective unconscious finds expression in our minds in several ways but among these, archetypes are the most central to Jung's theory. According to Jung- Archetypes inherited images in the collective unconscious that shape our perceptions of the external world. Two especially important archetypes in Jung's theory are known as animus and anima. The animus is the masculine side of females, while the anima is the feminine side of males. Jung lebeled persons in the first category

introverts and described them as being hesitant and cautious and do not make friends easily. He labeled persons in the second category extroverts. Such persons are open and confident and make friends readily.

### **Karen Horney and Alfred Adler :**

Two other important neo-Freudians are Karen Horney and Alfred Adler. Horney contended that although women often do feel inferior to men this is a result not to penis, envy but of how women are treated by society. She argued that if women raised in a different type of environment, they would see themselves more favourably. She maintained that psychological disorders stem not from fixation of psychic energy as Freud contended, but rather from disturbed interpersonal relationships during childhood and what she termed basic anxiety-children's fear of being left alone, helpless and insecure.

Alfred Adler also disagreed with Freud very strongly. He emphasized the importance of feelings of inferiority which he believed we experience as children because of our small size and physical weakness. He viewed personality development as stemming primarily from our efforts to overcome such feelings through what he termed striving for superiority. The theories proposed by Neo Freudians are not widely accepted by psychologists, but they did

serve as a kind of bridge between the provocative views offered by Freud and more modern conceptions of personality.

### **Humanistic Theories : Emphasis on Growth-**

Humanistic theories emphasize personal responsibility. These theories contend is largely responsible for what happens to us. Our fate is mostly in our own hands; we are not merely chips driven here and there by dark forces within our personality. While these theories do not deny the importance of past experience, they generally focus on the present. Humanistic theories stress the importance of personal growth. People are not content with merely meeting their current needs. They wish to progress toward "bigger" goals such as becoming the best they can be.

### **Roger's Self Theory :**

#### **Becoming a fully Functioning Person :**

Human beings show many positive characteristics and move, over the course of their lives, toward becoming fully functioning person. Roger suggested that they are people who strive to experience life to the fullest who trust their own feelings. They are sensitive to the needs and rights of others. Fully functioning persons are not saints; they can and do act in ways they later regret. But throughout life, their actions are dominated by constructive

impulses. They are in close touch with their own values and feelings and experience life more deeply than most other persons.

### **Maslow and Study of self Actualizing People :**

The needs hierarchy is only part of Maslow's theory of personality. Maslow has also devoted such attention to the study of people who in his terms are psychologically healthy. These are individuals who have attained high levels of self actualization- The stage of personal development in which individuals reach their maximum potential. Self actualized people accept themselves for what they are, they recognize their shortcomings as well as their strengths. They are well aware of the rules imposed by society. These persons sometimes have what Maslow describes as peak experiences- intense emotional experiences during which individuals feel at one with the universe.

### **Research related to humanistic theories studying the self concept :**

Humanistic theories were proposed by psychologists, and a commitment to empirical research is one of the true hallmarks of modern psychology. For this reason several concepts that play a key role in humanistic theories have been studied quite extensively. Among these, the one that has probably received most attention is

the idea of the self concept, which is so central to Roger's theory. Researcher suggest that the self concept is complex and consists of many different parts including knowledge of our own traits and beliefs, understanding of how we are perceived by and relate to others, and knowledge of how we are similar to and different from others. One of the most interesting lines of research on the self, however has focused on cultural influences-the question of whether our self concept is shaped, in part by the culture to which we belong. Such research indicates that part of our self-concept does indeed reflect our culture.

### **Trait Theories :**

#### **Seeking the key Dimensions of Personality :**

When we describe other persons, we often do so in terms of specific personality traits, stable dimensions of personality along which people vary, from very low to very high. This strong tendency to think about others in terms of specific characteristic is reflected in trait theories of personality. Such theories focus on identifying key dimensions of personality. The most important ways in which people differ. Human beings differ in an almost countless number of ways.

## **The search for basic traits :**

### **Initial efforts by Allport-and Cattell :**

Allport concluded that personality traits could be divided into several categories that varied in their importance. The least important are **Secondary traits**- traits that exert relatively specific and weak effects on behaviour. More important are **Central traits**- the five or ten traits that best describe an individual's personality. A single all important is **Cardinal trait**- a single trait that dominates an individual's entire personality.

Perhaps an even more important aspect of Allport's theory of personality is his concept of **Functional autonomy**- maintenance of patterns of behaviour by motives other than the ones originally responsible for the behaviour's occurrence.

Cattell and his associates identified sixteen **Source traits**- key dimensions of personality that underlie many other traits.

### **The "Big Five" Factors :**

The 'big five' factors can be described as follows :

(1) **Extraversion** : A dimension ranging from energetic, enthusiastic, sociable, and talkative at one end to retiring, sober, reserved, silent and cautious at the other.

(2) **Agreeableness** : A dimension ranging from good natured, co-operative, trusting and helpful at one end to irritable, suspicious, and unco-operative at the other.

(3) **Conscientiousness** : A dimension ranging from well organized, careful, self disciplined responsible and precise at one end to dis-organized impulsive, careless and undependable at the other.

(4) **Emotional stability** : A dimension ranging from poised, calm composed, and not hypochondrical at one end to nervous anxious, high strung and hypochondrical at the other.

(5) **Openness to Experience** :

One of the “big five” dimensions of personality; ranges from imaginative, witty, and intellectual at one end to down to earth simple and narrow in interests at the other.

Many researchers believe that these dimensions are indeed very basic ones.

### **Learning Approaches to Personality :**

All personality theories must ultimately come to grips with two basic question : what accounts for the uniqueness and consistency of human behaviour? Freud's answer focused on

internal factors- hidden conflicts among the id, ego and super ego and the active struggle to keep unacceptable; impulses out of consciousness. Although such views were not originally presented as formal theories of personality. They are often described as learning theories of personality to distinguish them from other perspectives.

The learning approach can explain consistency in behaviour over time and across situations by noting that the responses, associations or habits acquired through learning tend to persist. Mischel, a strong advocate of the learning approach, has suggested that individuals acquire personal strategies or styles through experience, and that these cognitive aspects of personality influence their behaviour across many different situations. At present, few psychologists believe that internal factors- especially many aspects of cognition-play a crucial role in behaviour. A prime example of this modern approach is provided by Bandura's Social cognitive theory.

### **Social Cognitive Theory :**

#### **A Modern view of Personality :**

It is a theory of behaviour suggesting that human behaviour is influenced by many cognitive factors as well as reinforcement contingencies, and that human beings have an

impressive capacity to regulate their own actions. Bandura places great emphasis on what he terms the self system- the set of cognitive processes by which a person perceives, evaluates, and regulates his or her own behaviour so that it is appropriate in a given situation. Bandura calls attention to the fact that people do not simply respond to reinforcement; rather they think about the consequences of their actions and establish goals and plans. They engage self reinforcement- A process in which individuals reward themselves for reaching their own goals.

Another important feature of Bandura's theory is its emphasis on observational learning a form of learning, in which individuals acquire both information and new forms of behaviour through observing others. In essence any time that human beings observe others, they can learn from this experience, and such learning can then play an important part in their own behaviour.

Perhaps the aspect of Bandura's theory that has received most attention in recent research is his concept of self efficacy- Individuals expectations concerning their ability to perform various tasks. If you sit down to take an exam in your psychology class and expect to do well, your self efficacy is high, if you have doubts about your performance then your self efficacy is lower. Self efficacy has been found to play a role in success on many task.

Thus it seems fair to state that at present social cognitive theories of personality are more in tune with the eclectic, sophisticated approach of modern psychology than were earlier theories. Alongwith the trait approach, learning approaches are certain to play an important role in continuing efforts to understand the uniqueness and consistency of human behaviour- the issues that led us to consider personality in the first place.

### **Measuring Personality :**

Personality measurement employs objective tests, inventories, and projective techniques for diagnosis, counseling, personnel selection and research. To study personality scientifically, we must first be able to measure it. Personality evaluations are made by means of direct and indirect observations.

### **Self-Report Test of personality Questionnaires and Inventories :**

One way of measuring personality involves individuals to respond to a self report inventory or questionnaire. Such measure (objective tests) contain questions or statements to which individuals respond in various ways. By way of illustration, here are a few items that are similar to those appearing to one widely used measure of the "big five" dimensions of personality persons taking

the test simply indicate the extent to which they agree or disagree with each item. (1- strongly disagree, 2- disagree, 3- neutral, 4- agree, 5- strongly agree). Answer to the questions of objective tests are scored by means of special keys. The score obtained by a specific person is then compared with those obtained by hundreds or even thousands of other people who have taken the test previously. In this way, an individual's relative standing on the trait being measured can be determined.

For some objective tests, the items included have what is known as **Face Validity** : Reading them, it is easy to see that they are related to the trait or traits being measured. The items are related to the consciousness dimension of agreeableness dimension etc. On their tests, however, the items do not necessarily appear to be related to the traits or characteristics. Rather a procedure known as empirical keying is used. The items are given to hundreds of persons belonging to groups known to differ from one another- For instance, psychiatric patients with specific forms of mental illness and normal persons. Then the answers given by the two groups are compared. Items answered differently by the groups are included on the test, regardless of whether these items seem to be related to the traits being measured.

One widely used test designed to measure various types of psychological disorder, the MMPI, uses precisely this method. The current version, the MMPI-2 contains ten clinical scales and several validity scales. The clinical scales relate to various forms of psychological disorder. Items included in each of these scales (Hypochondriasis, depression, Hysteria, Paranoia, Psychesthesia, Schizophrenia, Hypomania etc.) are ones that are answered differently by person who have been diagnosed as having this particular disorder and by persons in a comparison group who do not have the disorder. The validity scales are designed to determine whether and to what extent people are trying to take their answers. If persons taking the test score high on these validity scales, their responses to the clinical scales must be interpreted with special caution.

Another widely used objective measure of personality is the MCMI (Million clinical multi-axial inventory) items on this test correspond more closely than those on the MMPI to the categories of psychological disorders currently used by psychologists this makes the test especially useful to clinical psychologists, who must first identify individuals problems before recommending specific forms of therapy for them.

A third objective test, the NEO Personality Inventory (NEO-PI) is used to measure aspects of personality that are not directly linked to psychological disorders. Specially, it measures the "big five" dimensions of personality. Because these dimensions appear to represent basic aspects of personality the NEO personality inventory has been widely used in research.

### **Projective measure of Personality :**

Projective tests of personality adopt a different approach. They present individuals with ambiguous stimuli- stimuli that can be interpreted in many different ways. These can be inkblots, ambiguous scenes. Persons taking the test are asked to indicate what they see, to make up a story about the stimulus, and so on.

It is assumed that the answers given by respondents will reflect various aspects of their personality. Different persons will see different things in these stimuli because these persons differ from one-another in important ways. Some projective tests, such as the TAT, which is used to measure achievement motivation and other social motives the answer appears to be yes : such tests do yield reliable scores and do seem to measure what they are intended to measure. For others, such as the famous Rorschach test, which uses inkblots. Responses to this test are scored in many different ways. Such responses are taken as a sign of self focus-excessive

concern with oneself. Other scoring involves the number of times individuals mention movement, colour shading in the inkblots. The more responses of this type they make, the more sources of stress they supposedly have in their lives.

Thus projective tests of personality like objective test, may vary with respect to validity. Only tests that meet high standards in this respect can provide us with useful information about personality. The Rorschach test, like other projective tests has a standard scoring manual that tells psychologists precisely how to score various kinds of responses. This manual is based on careful research designed to determine just what the test measures.

**Other Measures : Behavioural observation, Interviews, and Biological Measures :**

While self report questionnaires and projective techniques are the most widely used measures of personality. Interview are also used to measure specific aspects of personality. Psychoanalysis of course, uses one type of interview to probe supposedly underlying aspects of personality. But in modern research special types of interviews, in which individuals asked questions assumed to be related to specific traits, are often used instead. For instance, Interviews are used to measure the type a behaviour pattern, an important aspect of personality closely related to personal health.

In recent years several biological measures of personality have also been developed. Some of these use positron emission tomography (PET) scans to see if individuals show characteristic patterns of activity in their brains- patterns that are related to differences in their overt behaviour. Other measures focus on hormone levels- for instance, the question of whether highly aggressive persons have different levels of certain sex hormones than other persons.

Many tools for measuring personality exist. None are perfect, but together they provide psychologists with many useful techniques for investigating the stable patterns of behaviour that make each of us as unique human being.

### **(c) Mental Health :**

There is no clear cut distinction between mental health and mental illness. Those of us who are normal have periods of depression. We lose our tempers and walk blindly into problems leaving no avenue of escape. In a similar way, people who have been professionally classified as mentally ill are at times free of abnormal symptoms.

The term abnormal refers to behaviour, or to personality traits which deviate from established norms of effective

personal adjustment, and to the individual's behaviour in society, Some definitions are statistical, some are given in terms of personal adjustment and sometimes we use a cultural definition of the abnormal. There are observable characteristics for both normal and abnormal behaviours.

### **Characteristic of the adjusted individual :**

The phrase "well adjusted" is often used synonymously with good mental health. Let us list some of the qualities shown by the well adjusted person in our culture :

1. A realistic and accepting attitude toward himself most of the time.
2. Some awareness of his own motives, feelings and cognitive processes.
3. Feelings of self esteem.
4. Feelings of security.
5. The ability to give affection.
6. The ability to accept affection.
7. The ability to be productive.
8. Knowledge of his own stress levels.
9. A drive to master his environment rather than passively accept it.

10. A drive to change when he becomes uncomfortable.
11. Flexibility in his behaviour.
12. A realistic perception of the world.
13. Knowledge of when to worry and when not to worry.

### **Symptoms of Abnormal Behaviour :**

Problems of adjustment vary in degree. At the "normal" level are nervousness and worry, feeling of inferiority, and some lesser degrees of anxiety and of defensive behaviours. We all experience these types of failures and hence in a statistical these common problems of adjustment are normal.

### **Nervousness and worry :**

Most of us associate jumpiness and irritability with nervousness. It is a state of readiness. A person may show nervous behaviour at one time because of lack of experience and at another because of previous experience. The repetition of useless acts symbolizes nervous habits- drumming the table, twisting one's hair, biting one's finger-nails. The lack of any definite outlets, either direct or defensive, may keep the individual in a nervous state. Nervous habits may be overcome, with effort, by changing the responses, the overcoming of chronic nervousness may require counseling.

The mental counterpart of nervousness, we call worry. It is the persistent. When worry is concerned with a minor, specific problem, it is likely to disappear once the difficult is solved or once the person directs his attention to something else. Worries change with age. It is impossible to get rid of all worry. It is possible to cut down on the frequency of worry and to some extent on the degree. Getting at the cause may be helpful. Worries tend to become exaggerated when they are kept bottled up inside. This is the reason that the good listener can be helpful at times. Some people are more prone to worry than others; some determine their own worries, and some are other directed, but times we all worry. It seems to be a built in part of our make up. **George Lyon** the writer, summed up worry well : **"Worry is the interest paid by those who borrow trouble."**

### **Feelings of Inferiority :**

Lack of self confidence and feelings of inferiority are typical of many individuals. Attitude of inferiority are found among children and adults alike, and to such a wide extent that we regard them as a normal aspect of living. Why are these feelings so common. It is because our culture is so success-oriented. All of us in our attempts to measure up pick the "ideal" as our standard. We tend to evaluate ourselves not by our abilities and accomplishments, but by our handicaps and mistakes. We know more about our own

feelings than anyone else does. We feel sensitive to criticism, and we may have a tendency to depreciate others. Even our over response to flattery is an indication of these feelings. We become more conscious of our failures when we observe that maladjustment involves the whole personality; that feelings of inferiority are a part of picture. Feelings of depression generally go along with severe inferiority. Normal feelings of inferiority relate to comparisons with the ideal. He makes comparisons only about the things he is poor in, not about those he is good in.

#### **Degree of Anxiety :**

The concept of anxiety shows a pattern of behaviour can range from the normal to the abnormal. Anxiety shows up in such physical symptoms as ulcers, breathing problems. Normal anxiety includes those anxious moments before one goes into an exam and the sense of helplessness when one is unable to find a solution to a perplexing problem. Inefficient functioning represent the abnormal. In chronic anxiety-the person is in a state of stress because of some internal conflict which he has been unable to reduce. Clinicians say that attacks of anxiety usually include at least some of the following symptoms: difficult in breathing, chest pain, a lump in the throat, dizziness, weakness, fatigue, vascular throbbing and headaches are common and sometimes there is blurred vision.

**Defensive Behaviour :**

In the face of confusion disappointment, conflict and frustration we may fall back on such defense mechanisms as-

**Compensation :**

Compensatory behaviour attempts to disguise the presence of a weak or undesirable trait by emphasizing a desirable one. A person who feels socially inadequate because of his or her may even increase anxiety.

**Rationalization :**

When an individual reduces his tension by accounting for his behaviour with a socially approved reason, rather than with the real reason, rationalization is involved. Rationalization is not reasoning, for it has only the deceptive form of reasoning, without reason's intent or purpose. Reasoning is the process of seeking a true answer to a problem; where as rationalization justifies an answer that already been determined by desire. In a sense rationalization can be called wishful thinking.

**Repression :**

Repression is often so complete that we can neither recall no recognize some event. Repression serves to protect the person

from painful thoughts and memories. He actually keeps himself from responding to any stimulus which might cause him to "remember" the painful things.

### **Regression :**

Regression is frequently seen in young children, when a new baby arrives. The older sibling tends to fixate on his current adjustment pattern or to regress to a pattern more appropriate to a younger child. At a somewhat subtler level, we see the same behaviour in some adults.

### **Adjustment through illness :**

Both children and adults sometimes resort to illness as a mechanism of adjustment. Some people believe that they suffer from heart trouble because their hearts beat rapidly and strongly at times. Some persons cherish their ailments fondly and seem to "enjoy" poor health. Such adjustments may become systematized into psychosomatic disorders.

### **Reaction Formation :**

We sometimes react in a way that is the direct opposite of what we are feeling. When our feelings are unacceptable to ourselves, reaction formation may cause us to be over nice to someone toward whom we actually feel hostile. Reaction formation

involves an excessive manifestation of the opposite feelings to the threatening one.

### **Sublimation :**

Some need which can not be satisfied directly may be sublimated into an accepted outlet of expression. Hostility, for example can be sublimated through competitive sports.

### **Identification :**

In identification the individual takes on the characteristic he desires from another person. He mentally equates his own ego with the other person and plays the roles he plays. Identification may be good or bad for the individuals, depending both on his personal goals and on those of the individual with whom he identifies.

### **Insulation :**

No doubt all of us have a desire to flee from our problems. One way of doing so is by insulating ourselves. By keeping his "psychological distance" from others the individual may achieve some protection.

### **Scapegoating :**

When our needs are not satisfied, and some of the other

defense mechanisms are not brought into play, we may redirect our aggression and hostility else where. If we can feel a measure of safety in so doing scapegoating provides us with a way out if the original sources of our frustration is not within reach or is too strong to attack.

### **Intellectualization :**

The mechanism of intellectualization is the maneuver by which the person tries to remain untouched emotionally by some threatening event. He becomes very analytical, very objective.

### **Behavior-in Unusual Situation :**

In emergencies people tend to be co-operative until the risk is over, then they return to competitive behaviour. In situation involving risks, where there is some choice for the individual, personality factors become important. Some people choose to take only calculated risks, while others are willing to gambling; some seem to be motivated by thrill, others are more conservative in taking chances.

### **Adjustments to Danger :**

As the threat of danger grows nearer in time, fear increases. Among parachute Jumpers data show that up to the moment of the ready signal for jumping approach feeling decline and

avoidance feelings increase. Following the Jump signal, the pattern is reserved. The peak of threat occurs not at the moment of jumping, but at the point of final commitment to jump.

### **Reaction to Disaster :**

When a catastrophe strikes, a sequence of behaviours occurs. First comes a condition of behavioural bankruptcy followed by a state of curiosity. Gradually, people get together. During the recovery stage, the individual describes the catastrophe repeatedly. Finally, planning follows.

Studies show that normal people suffer little from their experience of disaster at the emotional level, but intellectually they remember their experience. Maladjusted people find that disaster only adds to their stylized behaviour.

### **Maladjustment :**

Maladjustment ranges from the less severe problems of misbehaviour to the neuroses and organic psychoses. These are society's dropouts, and delinquent behaviours that involve a psychopathic personality.

Dis-social delinquent—who has strong loyalties and emotional attachment to his peers and at times to his organization. He distrusts established institutions. His values are in conflict with

law and order. They differ from second type of delinquent, the anti social individual- who suffers from emotional conflict and anxiety.

The third type of delinquent has a psychopathic personality. Whereas he may appear emotionally warm, even charming at times, he is fact incapable of close personal relationships.

### **Alcohol, Drugs and Compulsive Gambling :**

Alcohol and drugs have long been used as means of escaping the frustrations of life, and clinicians agree that their excessive use is a symptom of severe emotional disorder. Let us describe these, maladjustments.

### **Alcoholism :**

Four stages are commonly found in the process of addiction to alcohol. First the prealcoholic symptoms appear, where the social drinker turns increasingly to alcohol for the relief of tension. Second comes the sudden on set of memory blackouts following increased consumption. Here the person may carry on conversation or engage in other activities without later being able to recall that he did so. Third comes to crucial phase in which the person loses control of his drinking, a stage where the first drink seems to start a chain reaction. The fourth, choric phase sees a

complete breakdown of control, with deterioration leading possibly to an alcoholic psychosis, which involves hallucinations, disorientation, delirium tremens, tremors, and eventually a complete deterioration of the personality. Many alcoholics have found help through anonymous, which offers understanding acceptance, fellowship and aid when needed from others with the same illness.

### **Some effects of drugs :**

Researchers tend to think that people who can not rapidly and easily return to rational behaviour after using "mind-expanding" drugs are likely to be especially attracted to them, and may graduate to more potent drugs. A number of the stories we hear about the effects of drugs have not been totally substantiated, and some statements may be misleading. Major addictive drugs such as heroine are characterised by an overwhelming desire to continue taking the drug; by a tendency to increase the dosage; and by both psychological and physiological dependence on it very painful withdrawal symptoms result when the drug is not used for a period of time. Drug addiction may lead to various types of anti-social behaviour, even crime, particularly for those who have little income to support their addiction.

### **Compulsive Gambling :**

Most of us gamble in one way or another, for fun or as a part of risk-taking behaviour. Some people, of course, gambling as a profession, and for them it may be a profitable business. However, the fun gambler, the genuine calculated risk taker, or the business professional have no trouble in diversifying their behaviour or going back to their daily routine. Not so the compulsive gambler. No matter how heavy his losses, he is unable to stop gambling...He continues to believe he can win and often runs through his resources, even turning to embezzlement in order to continue. Like alcoholics, such persons are ill. They are emotionally immature, with a tendency to act out their impulses. They are dependent rebellious, and hostile. They work out systems and plan to build a fortune. The compulsive gambler behaves as though he is already booked to succeed. Psychotherapy is sometimes effective in the treatment of compulsive gambling.

### **Neuroses :**

To the neurotic, his misery is real not imaginary. His complaints may involve irritability, restlessness, and the inability to sleep. The misery of the neurotic often does not get through to the outside world, he is miserable because he is in conflict. The neurotic suffers in taking even the usual risks of life. The process used by

the normal person to solve his problems do not function in getting the neurotic out of his conflicts. Neurotic person may show one or several of the behaviours described, all based on unresolved anxiety that causes conflict. These reactions are more incapacitating than are the defense mechanisms. At the intellectual level, the neurotic may know that his anxiety is unreasonable; but this helps little. Some people stay in a chronic state of anxiety, but for others it is only a transitory effect produced by specific events in their lives.

### **Fatigue Syndrome :**

This maladjustment, involving extreme fatigue is one by which the anxious person shrinks some problem to a size where he can better cope with it. Prolonged tension and the aches and pains that accompany it can be very fatiguing. It can interfere with sleep and leave the individual prone to rest a good bit in the day time. This in turn increases the chance that he will not sleep well at night. He may experience "shooting pains", ringing in the ears, or heart bumps" against the bed. Excessive tiredness is difficult to diagnose because the symptoms of feeling run down and fatigued also occur in normal states.

## **Obsession and Compulsions :**

Neurotic obsessions are more insistent and so disturbing that they interfere with the individual's adjustment. They are often psychologically painful, since they center on morbid thoughts of obscenity, murder, suicide or death. In the extreme, these neurotic thoughts can be disabling.

A compulsion is an irresistible behaviour pattern that may or may not grow out of obsession thoughts. Compulsions often take the form of rituals such as washing one's hands over and over again. Obsession ideas and compulsive acts may occur separately, but usually the two are combined.

## **Dissociative Reactions :**

Other reaction may be disassociative, amnesia, which is really an extension of repression that becomes a generalized to include a wide range of things. This loss of memory commonly involves name and address or other facts about one's personal life. Although amnesia is a psychological flight from reality. It may be accompanied by an actual physical flight. The person may wander off for days or weeks. Multiple personality is the most extreme form of dissociation.

### **Conversion Reaction :**

In conversion reaction, the individual transfers an emotional problem into a physical disorder. The patient may become temporarily blind, deaf, or paralyzed. He may develop coughing or sneezing spells, or loss his sensitivity to touch. A loss of feeling usually occurs in a psychologically perceived area and does not follow the distribution of sensory nerves.

### **Depressive Reaction :**

The neurotic may show depressive reaction. The neurotic depression is tied to some content, but getting rid of the content does not remove the depressed state. Some of the symptoms of neurotic depression are- dejection, feelings of loneliness and helplessness, and general listlessness. There is loss of appetite, an inability to concentrate and a feeling of unworthiness. The patient may think of committing suicide, and think is a real danger.

### **Psychoses :**

We have a condition of psychosis when frustration, conflict and stress push the individual out of contact with reality. A psychosis may be caused by injury or disease. Psychoses may be classified as either functional- those which have no identifiable cause and are precipitated primarily by psychological factors, or

organic- where there has been some injury or disease. Heredity may play a role in psychoses, as indicated by the fact that schizophrenia, for example, tends to run in families. For the most part, severe mental illness is thought of in terms of such functional psychoses as the schizophrenias, the manic depressive disorders, and paranoia.

### **Schizophrenic Disorders :**

The entire personality of the schizophrenic is distorted, for he reacts chiefly to the world he creates in his private fantasy. Schizophrenia is of four main types.

Simple schizophrenia shows disturbances of thinking and attention, with a reduction of interest in and concern about the environment.

Hebephrenic schizophrenia patients suffer from delusions related to some part of the body, such as "sand in the heart".

Paranoid schizophrenia is characterized by delusions of prosecution. The person may believe that someone or some group is out to get him.

In catatonic schizophrenia some patients exhibit a waxy rigidity.

### **Manic Depressive Reaction :**

In a manic stage, the patient is elated, outgoing and aggressive, and often has delusions of grandeur. In the depressed stage, we find dejection and a feeling of hopelessness. Some patients manifest only the manic reaction and others only the depressive reaction : still others show some alternation between the two. In the manic phase, there is overactivity and constant talking, with rapid shift from one topic to another. Depressive symptoms are just the reverse, the patient becomes indifferent to his environment. The manic-depressive may swing from warmest kindness to something near ruthlessness. Modern psychotherapy can do much for the manic-depressive.

### **Paranoia :**

The distinguishing characteristic of paranoia is the delusion of prosecution. The person is suspicious that others are talking about him or may be plotting against him. Aside from this delusional system, the paranoiac's behaviour may be normal, logical, and coherent. The paranoid individual may be very intelligent, possibly well educated.

### **Psychotherapy :**

Psychotherapy includes the use of electroconvulsive shock and chemotherapy. Shocks are briefly presented through electrodes on the head (70-130 volts) shock appears to increase the person's reference to immediately past events and to decrease reference to events relatively long past.

Chemotherapy is currently in use by psychiatrists for treating both mild and severe cases of mental illness through the use of tranquilizers to slow down hyperactive patients and energizers for depressed patients. Nutrition is used in therapy and in some extreme cases psychotherapy is employed. Counseling may involve directive or nondirective therapy. Psychoanalysis involves uncovering the repressed experiences of childhood assumed to lie beneath adult neuroses.

### **The Mental Health Program :**

Community psychology is becoming involved in programs of child guidance; halfway houses forgetting the ex-mental patient back into work and into the community; and programs for the rehabilitation of alcoholics and drug addicts.

## **Living with our daily problems :**

The tendency of the human organism is toward normal development leading to good physical and mental health. Mental health is an individual problem, and the person who has a realistic concept of self can plan his adjustments. Some specific generalizations and questions helpful in acquiring good-mental health habits can be set down.

1. Discover what situations upset you most often, and see how many of them need be faced.
2. Note what conditions bring on exaggerated "ghost" anxieties.
3. Do your worrying before making a decision not after.
4. Maintain a confidential relationship with some other person.  
Aside from the value of the counsel that may be received from a good listener. The mere fact of telling about a trouble brings some relief.
5. Analyze your abilities, attitudes, skills and habits in relation to your problems.
6. Ask what types of things give you positive reinforcement.
7. Do you like to be evaluated? By whom? when?
8. What types of activities give you a feeling of accomplishment.?

All these questions help us to come to terms with our personal identity.

## **Coping Behaviour :**

We all have much in common in the way we face daily problems. Some people learn how to perceive the world with a minimum of distortion, while others have difficulty in doing so. Some people exhibit a low threshold for tolerance, while others show the reverse. Good mental health demands that each individual develop his own style of coping behaviour.

Some people find it useful to think of coping in terms of a system composed of accurate perceptions, a memory bank of relevant experiences, and behaviour strategies programmed for efficiency.

## **Coping versus defensive behaviour :**

Coping mechanisms share identical processes with defense mechanisms, but show different properties. The behaviour in a defense mechanism is rigid, automatized, and pushed from the past." It allows impulse gratification by subterfuge. A coping mechanism involves flexibility and choice. It allows for impulse gratification in an open, ordered, and tempered way involving behaviour that is oriented to the actual requirements of the present situation. Successful marriage offers an example of coping.

### **Adjustments in young adulthood :**

Adjustments for the young adult are usually concerned with planning a career. The young adult can begin his search in terms of education, job, marriage and some degree of security. In the main he is aware of and welcomes change and has a higher degree of risk acceptance than does the older person. When risk taking types of problems, presented at the verbal level, have been given to young and old subjects, the older people answer more cautiously. Several of the questions that are pertinent at this stage relate directly or indirectly to mental health. They are questions involving ambition, the quest for knowledge and power. The college student may even ask if there is any relationship between academic difficulties and visits to the school psychiatrist.

### **Adjustments in Middle age :**

There are both biological and psychological changes that normally take place during middle age. Here the individual has to cope with the female climacterium or male revolt and with problems of motivation.

### **The climacterium :**

The disruption of mood and of behaviour that occurs in women during the period of "change of life" is not only real, but

provides a builtin set of rationalization. Some women excuse to go from one physician to another looking for medication, or to the dispensers of diets, exercises and patient nostrums. In some circles, men who can afford the expense seek out therapy, with pituitary or testicular extracts. As children grow up and leave for college or careers and then set up a family life of their own. There is the psychological loss of maternal influence.

### **The Male Revolt :**

The man who gets tired of being assigned risks and finds that "the system" favors youth may also find comfort in the fact that "middle age revolt" is real and normal, every man goes through it. The revolt against one's job, the establishment, or even one's male comes with a review of one's past decisions. It is a revolt against entrapment. The most frequent symptom of the middle age crisis is a feeling of depression, where the person seems to be seeking an escape from negatives.

### **Problems of Motivation :**

The transition from youth to middle age is a gradual process, and here in lies a problem of motivation. When we are young we look for an opportunity where anticipations can be realized and enthusiasms rewarded, and we may not succeed at

first. Dissatisfaction with one job may be remedied by taking another. Middle age is the end of apprenticeship and the beginning of understanding. Many people upon reaching middle age begin to realize that they have fallen into values too shallow to endure for a lifetime. Others who have a history of solving problems effectively find many positive thing in middle age.

### **Adjustments in old age :**

From the recasting of patterns of behaviour in middle age, many people get cues for coping with old age. Studies show that there are successful "retired people" including especially those in upper economic brackets, who enjoy reasonably good health and basically show a history of effective coping behaviour. Studies show that the many living only marginally do not find happiness in old age, and no doubt everyone regardless of economic status, is concerned with falling powers and status change. In one cross-sectional study of retired people, a significant fact emerged the personality patterns of youth and middle age carry through into aging. Those people who have learned to cope with their problems earlier in life stand a better chance statistically of coping with getting old.

### **Living with stress :**

To the physiologist, stress means the disturbance of the structure or functioning of bodily mechanisms. These disturbances may be brought on by injury, by disease, or by changes in environment such as the extremes of heat or cold. In psychological stress, the bodily tissues are not directly assaulted. Such stress arises when some event threatens the individual because of the way it is interpreted. Physiological stress reactions can result, for purely psychological reasons.

### **Anticipation and Stress :**

It was found that rises in both the heart rate and the skin conductance of the viewers were greater in the situation of comparatively long anticipation. The curve of skin conductance, which increase with increased sweat gland activity. As a matter of fact, after the "impact" the curves go down in all three scenes. It is the anticipation of a scene that triggers most of the stress reaction. There is actually a decline in the curves while the stress is taking place. Many of us are familiar with some version of the expression "Too much stress brings on ulcers."

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extensively. Monkeys were studied in pairs. Each animal in the pair had its own metal cage, but both cages in the pair were connected to an electric circuit. The psychologist conducting the experiment found that when the monkey with the functional switch learned to use it to prevent shocks to himself and his partner, he after developed ulcers. The partners, whose switch did not function, did not not develop ulcers. One conclusion was that the constant anxious tension of the "executive" monkey places him in a vulnerable position of responsibility and decision not shared by his partner. Studies show that increased secretion of the acid gastric juices builds up during the rest period. It may be that during a period of stress the flow of juices is inhibited. Tension increases with responsibility, but many people thrive on this, while others will under less tension. Two things are important : Hereditary background and general physical health: and learning to react to stress situations in a positive way.

### **Reactions of stress :**

Stress involves three stages first, the alarm reaction for example- an emotional arousal which leads to some defensive behaviour such as rationalization. Second, the stage of resistance, where the individual may bring into play some exaggerated behaviour finally, the third stage of exhaustion, such as complete

breakdown that may lead to violence or suicide. Stress is a normal counterpart of living. How we react to it is important. When he kept his experimental rats immobilized for extensive periods, they struggled desperately to get free so that they could engage in all the activities that normally provided them with their required quota of stress. Deprived of these activities, they actually made themselves ill in their efforts to maintain health. He points out that the individual should not attempt to avoid stress, but rather to watch his own stress level.

#### **Some cues in Determining one's stress level :**

Even physiological reactions to the same emotion provoking situation will vary widely from individual to individual. In a study it was found that the "internalized- anger" group for the most part had mild fathers who had usually shared equally with the mother in discipline. The "externalized-anger" group on the other hand, had very strict fathers who had played a dominant role in discipline. Hence we need to look to our own behaviour for stress cues even though some one else may react in an opposite way.

The Individual can use cues for establishing his own stress level. These are noted through fatigue and irritability. Bad decisions made repeatedly may indicate excessive stress. Obsessive dreams and poor sleep night after night can be cues. We know we

are under stress when little noises seem enormous. When leisure time fails to renew inner stimulation, we may have exceeded our stress level.

Overambition or too much motivation has a way of making us lose perspective as to the range of realistic alternatives if we are to stay within our own stress level.

## **OBJECTIVES OF THE PRESENT STUDY**

1. To study the significant difference of anxiety between male and female success and failures of academic achievement.
  - 1.01 To study the significant difference of anxiety between success male art and success male science of academic achievement students.
  - 1.02 To study the significant difference of anxiety between success female art and success female science of academic achievement students.
  - 1.03 To study the significant difference of anxiety between success male art and success female art of academic achievement students.
  - 1.04 To study the significant difference of anxiety between success male science and success female science of academic achievement students.

- 1.05 To study the significant difference of anxiety between failure male art and failure male science of academic achievement students.
- 1.06 To study the significant difference of anxiety between failure female art and failure female science of academic achievement students.
- 1.07 To study the significant difference of anxiety between failure male art and failure female art of academic achievement students.
- 1.08 To study the significant difference of anxiety between failure male science and failure female science of academic achievement students.
- 1.09 To study the significant difference of anxiety between success male and success female of academic achievement students.
- 1.10 To study the significant difference of anxiety between failure male and failure female of academic achievement students.
- 1.11 To study the significant difference of anxiety between success male and failure male of academic achievement students.

- 1.12 To study the significant difference of anxiety between success female and failure female of academic achievement students.
- 1.13 To study the significant difference of anxiety between success and failure of academic achievement students.
- 2. To study the significant difference of personality factors between male and female of success and failures of academic achievement.
  - 2.01 To study the significant difference of different personality factors between success male art and success male science of academic achievement students.
  - 2.02 To study the significant difference of different personality factors between success female art and success female science of academic achievement students.
  - 2.03 To study the significant difference of different personality factors between success male art and success female art of academic achievement students.
  - 2.04 To study the significant difference of different personality factors between success male science and

success female science of academic achievement students.

- 2.05 To study the significant difference of different personality factors between failure male art and failure male science of academic achievement students.
- 2.06 To study the significant difference of different personality factors between failure female art and failure female science of academic achievement students.
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- 2.11 To study the significant difference of different personality factors between success male and failure male of academic achievement students.
- 2.12 To study the significant difference of different personality factors between success female and failure female of academic achievement students.
- 2.13 To study the significant difference of different personality factors between success and failure of academic achievement students.
- 3. To study the significant difference of mental health between male and female of success and failures of academic achievement.
  - 3.01 To study the significant difference of mental health between success male art and success male science of academic achievement students.
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- 3.11 To study the significant difference of mental health

between success male and failure male of academic achievement students.

3.12 To study the significant difference of mental health between success female and failure female of academic achievement students.

3.13 To study the significant difference of mental health between success and failure of academic achievement students.

4. To see the significant effect of sex (male and female) and different personality factors on anxiety.

4.01 To see the significant effect of sex (male and female) and personality as social desirability (high and low) on anxiety among intermediate students.

4.02 To see the significant effect of sex (male and female) and personality as extraversion (high and low) on anxiety among intermediate students.

4.03 To see the significant effect of sex (male and female) and personality as psychoticism (high and low) on anxiety among intermediate students.

4.04 To see the significant effect of sex (male and female) and personality as dogmatism (high and low) on anxiety among intermediate students.

- 4.05 To see the significant effect of sex (male and female) and personality as ego ideal (high and low) on anxiety among intermediate students.
- 4.06 To see the significant effect of sex (male and female) and personality as alienation (high and low) on anxiety among intermediate students.
- 4.07 To see the significant effect of sex (male and female) and personality as emotional instability (high and low) on anxiety among intermediate students.
- 4.08 To see the significant effect of sex (male and female) and personality as self confidence (high and low) on anxiety among intermediate students.
- 4.09 To see the significant effect of sex (male and female) and personality as empathy (high and low) on anxiety among intermediate students.
- 4.10 To see the significant effect of sex (male and female) and personality as dominance (high and low) on anxiety among intermediate students.
- 5. To see the significant effect of sex (male and female) and different personality factors on mental health.
  - 5.01 To see the significant effect of sex (male and female) and personality as social desirability (high and low) on mental health among intermediate students.

- 5.02 To see the significant effect of sex (male and female) and personality as extraversion (high and low) on mental health among intermediate students.
- 5.03 To see the significant effect of sex (male and female) and personality as psychoticism (high and low) on mental health among intermediate students.
- 5.04 To see the significant effect of sex (male and female) and personality as dogmatism (high and low) on mental health among intermediate students.
- 5.05 To see the significant effect of sex (male and female) and personality as ego-ideal (high and low) on mental health among intermediate students.
- 5.06 To see the significant effect of sex (male and female) and personality as alienation (high and low) on mental health among intermediate students.
- 5.07 To see the significant effect of sex (male and female) and personality as emotional instability (high and low) on mental health among intermediate students.
- 5.08 To see the significant effect of sex (male and female) and personality as self confidence (high and low) on mental health among intermediate students.

- 5.09 To see the significant effect of sex (male and female) and personality as empathy (high and low) on mental health among intermediate students.
- 5.10 To see the significant effect of sex (male and female) and personality as dominance (high and low) on mental health among intermediate students.
- 6. To see the significant effect of sex (male and female) and academic achievement (success and failure) on anxiety among intermediate students.
- 7. To see the significant effect of sex (male and female) and academic achievement (success and failure) on mental health among intermediate students.

## **HYPOTHESIS OF THE PRESENT STUDY**

- 1. There is no significant difference of anxiety between male and female success and failures of academic achievement.
  - 1.01 There is no significant difference of anxiety between success male art and success male science of academic achievement students.
  - 1.02 There is no significant difference of anxiety between success female art and success female science of academic achievement students.

- 1.03 There is no significant difference of anxiety between success male art and success female art of academic achievement students.
- 1.04 There is no significant difference of anxiety between success male science and success female science of academic achievement students.
- 1.05 There is no significant difference of anxiety between failure male art and failure male science of academic achievement students.
- 1.06 There is no significant difference of anxiety between failure female art and failure female science of academic achievement students.
- 1.07 There is no significant difference of anxiety between failure male art and failure female art of academic achievement students.
- 1.08 There is no significant difference of anxiety between failure male science and failure female science of academic achievement students.
- 1.09 There is no significant difference of anxiety between success male and success female of academic achievement students.

- 1.10 There is no significant difference of anxiety between failure male and failure female of academic achievement students.
- 1.11 There is no significant difference of anxiety between success male and failure male of academic achievement students.
- 1.12 There is no significant difference of anxiety between success female and failure female of academic achievement students.
- 1.13 There is no significant difference of anxiety between success and failure of academic achievement students.
- 2. There is no significant difference of personality factors between male and female of success and failures of academic achievement.
  - 2.01 There is no significant difference of different personality factors between success male art and success male science of academic achievement students.
  - 2.02 There is no significant difference of different personality factors between success female art and success female science of academic achievement students.

- 2.03 There is no significant difference of different personality factors between success male art and success female art of academic achievement students.
- 2.04 There is no significant difference of different personality factors between success male science and success female science of academic achievement students.
- 2.05 There is no significant difference of different personality factors between failure male art and failure male science of academic achievement students.
- 2.06 There is no significant difference of different personality factors between failure female art and failure female science of academic achievement students.
- 2.07 There is no significant difference of different personality factors between failure male art and failure female art of academic achievement students.
- 2.08 There is no significant difference of different personality factors between failure male science and failure female science of academic achievement students.

- 2.09 There is no significant difference of different personality factors between success male and success female of academic achievement students.
- 2.10 There is no significant difference of different personality factors between failure male and failure female of academic achievement students.
- 2.11 There is no significant difference of different personality factors between success male and failure male of academic achievement students.
- 2.12 There is no significant difference of different personality factors between success female and failure female of academic achievement students.
- 2.13 There is no significant difference of different personality factors between success and failure of academic achievement students.
- 3. There is no significant difference of mental health between male and female of success and failures of academic achievement.
  - 3.01 There is no significant difference of mental health between success male art and success male science of academic achievement students.
  - 3.02 There is no significant difference of mental health

between success female art and success female science of academic achievement students.

3.03 There is no significant difference of mental health between success male art and success female art of academic achievement students.

3.04 There is no significant difference of mental health between success male science and success female science of academic achievement students.

3.05 There is no significant difference of mental health between failure male art and failure male science of academic achievement students.

3.06 There is no significant difference of mental health between failure female art and failure female science of academic achievement students.

3.07 There is no significant difference of mental health between failure male art and failure female art of academic achievement students.

3.08 There is no significant difference of mental health between failure male science and failure female science of academic achievement students.

3.09 There is no significant difference of mental health between success male and success female of academic achievement students.

- 3.10 There is no significant difference of mental health between failure male and failure female of academic achievement students.
- 3.11 There is no significant difference of mental health between success male and failure male of academic achievement students.
- 3.12 There is no significant difference of mental health between success female and failure female of academic achievement students.
- 3.13 There is no significant difference of mental health between success and failure of academic achievement students.
- 4. There is no significant effect of sex (male and female) and different personality factors on anxiety.
  - 4.01 There is no significant effect of sex (male and female) and personality as social desirability (high and low) on anxiety among intermediate students.
  - 4.02 There is no significant effect of sex (male and female) and personality as extraversion (high and low) on anxiety among intermediate students.
  - 4.03 There is no significant effect of sex (male and female) and personality as psychoticism (high and low) on anxiety among intermediate students.

- 4.04 There is no significant effect of sex (male and female) and personality as dogmatism (high and low) on anxiety among intermediate students.
- 4.05 There is no significant effect of sex (male and female) and personality as ego-ideal (high and low) on anxiety among intermediate students.
- 4.06 There is no significant effect of sex (male and female) and personality as alienation (high and low) on anxiety among intermediate students.
- 4.07 There is no significant effect of sex (male and female) and personality as emotional instability (high and low) on anxiety among intermediate students.
- 4.08 There is no significant effect of sex (male and female) and personality as self confidence (high and low) on anxiety among intermediate students.
- 4.09 There is no significant effect of sex (male and female) and personality as empathy (high and low) on anxiety among intermediate students.
- 4.10 There is no significant effect of sex (male and female) and personality as dominance (high and low) on anxiety among intermediate students.

5. There is no significant effect of sex (male and female) and different personality factors on mental health.
- 5.01 There is no significant effect of sex (male and female) and personality as social desirability (high and low) on mental health among intermediate students.
- 5.02 There is no significant effect of sex (male and female) and personality as extraversion (high and low) on mental health among intermediate students.
- 5.03 There is no significant effect of sex (male and female) and personality as psychoticism (high and low) on mental health among intermediate students.
- 5.04 There is no significant effect of sex (male and female) and personality as dogmatism (high and low) on mental health among intermediate students.
- 5.05 There is no significant effect of sex (male and female) and personality as ego-ideal (high and low) on mental health among intermediate students.
- 5.06 There is no significant effect of sex (male and female) and personality as alienation (high and low) on mental health among intermediate students.
- 5.07 There is no significant effect of sex (male and female) and personality as emotional instability (high and low) on mental health among intermediate students.

- 5.08 There is no significant effect of sex (male and female) and personality as self confidence (high and low) on mental health among intermediate students.
- 5.09 There is no significant effect of sex (male and female) and personality as empathy (high and low) on mental health among intermediate students.
- 5.10 There is no significant effect of sex (male and female) and personality as dominance (high and low) on mental health among intermediate students.
6. There is no significant effect of sex (male and female) and academic achievement (success and failure) on anxiety among intermediate students.
7. There is no significant effect of sex (male and female) and academic achievement (success and failure) on mental health among intermediate students.

### **Importance of the Present study :**

Anxiety is related differentially to various school courses test anxiety is a better predictor of academic success. In fact, the anxiety achievement relationship is a complex phenomenon which can not be ascertained by the two variables. Research using multivariate procedured has shown the complexity of this

relationship. The composite achievement score might reflect the combined facilitative and debilitating effects of anxiety, it is now thought desirable to consider achievement scores in different subjects areas separately. The uselessness of this contention is evident in recent studies where the magnitude to a negative relationship between anxiety and academic achievement varied with the nature and content of the course general and test anxiety measures have been also correlated with a number of personality variables.

Consequently the present study is an important attempt to develop a rich and rigorous explanation of anxiety.



# CHAPTER - II

## **REVIEW OF RELATED STUDIES**

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Education has generally been considered as an instrument of social change and upward social mobility. However, it has often been observed that school environments are discontinuous with the home environment for students from a disadvantaged background. This obstructs their progress towards academic achievement. The results of studies in this area show varying trends. Rural students with a higher level of school achievement had better study habits than their urban counterparts (*Gangwar 1992*). In another study girls had better study habits than boys and there were no residential background (*Patel 1985*). Socio-economic status was associated with a positive attitude towards school experience (*Satyarthi 1982*). *Basvanna and Rani* (1984) noted that social impoverishment influenced the skills necessary for academic achievement more negatively than economic impoverishment. Higher caste status was linked with better study habits (*Panda 1991*).

Disadvantaged students preferred the independent and participant learning style (*Verma & Sheikh 1992*). *Pande and Tripathi* (1982) observed that the school climate was perceived to be more supportive by those who regularly attended school which, in turn, influenced performance. *Singh and Sinha* (1986) noted that

social deprivation rather than caste was a more potent predictor of intelligence, educational achievement and punctuality in the class.

Low academic achievement was associated with low socio-economic status (*Biswal 1992*), low social class (*Mehta 1992*) and prolonged deprivation (*Bhargava and Marwah 1982*). *Mukerjee (1991)* noted that economic and cultural deprivations had more adverse effect on achievement than emotional deprivation. Low socio-economic status acted as a great constraints for the education of girl children (*Sharma 1985*). *Singh (1988)* found that prolonged deprivation led to poor science achievement. Similar results were reported in the case of mathematics achievement. Parental literacy was negatively related to children's academic achievement (*Singh and Srivastava 1983*). *Shah (1986)* observed that low caste students were characterised by greater academic motivation and academic reinforcement has a greater effect on upwardly mobile students than on their irregular and stagnant counterparts.

*Singh (1983)* reported that the negative effects of social disadvantage on achievement. He argued that parental support and favourable familial conditions may compensate for these negative effects. A sense of deprivation was negatively related to school achievement (*Verma & Upadhyaya 1989*). *Padhi (1983)* found that

security and insecurity, socio-economic status and family size were predictors of school achievement. Also, birth order and health predicted achievement in case of girls and interest and social adjustment in the case of boys. *Ushashree (1980)* reported longitudinal findings which revealed the negative relationship between social disadvantage and academic achievement even if the intelligence level was similar. Lack of motivation appeared to be more important in determining the level of academic achievement.

*Singhal (1988)* found that among children, success and failure were attributed to ability and effort and external causality was rarely used. The success of a male in a high status job was attributed more to internal causes, whereas that of a female in the same job was attributed more to external causes (*Almeida and Kanekar 1989*). Examining high and low n-Ach, *Dalal and Sethi (1988)* noted that consistently successful high n-Ach subjects made more effort than task attribution, but such a trend was not observed among low n-Ach subjects. In the case of failure, high n-Ach subjects made attributions to both lack of effort and task difficulty, low n-Ach subjects made less task attributions.

Teacher expectation is another context variable that has been examined as a determinants of success failure attribution by both teachers and students (*Sharma and Tripathi 1988*). The

findings indicated in general that when "high expectation" students succeeded and "low expectation" students failed, these outcomes were attributed to factors such as the family ability and effort by the teachers.

Essentially similar differences between the advantaged and disadvantaged groups in success/failure attribution emerged in the context of school examinations. Socially advantaged subjects attributed failure more to luck, whereas socially disadvantaged subjects attributed success more to luck. The former had higher future expectations, than the latter, females made greater attributions to stability, luck and task difficulty than males (*G.Mishra & Mishra 1986*). Adopting the perspective of learned helplessness in order to explain the effect of prolonged deprivation, *Suraj Mal, Jain and Yadav (1990)* found that high deprived subjects and females expressed more helplessness than low deprived subjects and males. *Jain and Yadav (1990)* demonstrated that re-attribution training helped to alleviate the negative effects of learned helplessness in both high and low deprived female school children.

*Yadav (1991)* examined the impact of socio-economic status and cultural setting on anxiety of failure in high school examination. A sample of 180 failures of high school examinations of Kanpur district was selected on the basis of multi-stage random

sampling from rural and urban areas. Results indicated that a significant impact of culture on the anxiety level of failures. Students who failed and belong to an urban area expressed more anxiety compared to those from rural areas. The effect of socio-economic status was, however, not found to be significant. *Roy (1992)* examined the relationship of personality and adjustment variables with academic achievement. A group of 165 female undergraduates was assessed for general intelligence, adjustment behaviour and personality. Marks in higher secondary and college examinations provided a measure of academic achievements. Result indicated that emotional maturity, self-sufficiency, intelligence, need for achievement, satisfactory home conditions and good health are conducive for academic achievement.

*Singh and Broota (1992)* found examination anxiety was related to socio-personal variables among 825 classes 10 and 12 students from different socio-economic level. Subjects were selected from 6 schools of Delhi and had the same syllabi. Results revealed that subjects of both classes 10 and 12 were equally test anxious. Girls were more test-anxious, more worrisome and more emotional compared to boys. Parental pressure elevated test anxiety and parents occupation and educational background affected test anxiety. High anxiety related students spent more time in television

viewing compared to low test anxious students. *Sharma and Mehta (1993)* investigated the effect of psychological mismatch between a chosen curriculum and students' interest on psychological adjustment and academic achievement among 196 male higher secondary students following a science curriculum. The results found that students having psychological mismatch between the chosen science curriculum and scientific interest manifested significantly lower psychological adjustment and academic achievement. Discordance also had significant effects on emotional and educational adjustment.

*Panda, Sahoo and Sahoo (1995)* examined the influence of school organisational climate on students' academic achievement. A random sample of 200 secondary school teachers and 400 students of central, public, government aided and unaided schools were administered the organisational Climate Descriptive Questionnaire (OCDQ). Results indicated the significant influence of organisational climate on the academic achievement of students. *Reddy (1995)* discussed the nature of internal transformation necessitated by the structural adjustment programme (SAP), its impact on the poor, policy suggestions specific to higher education. *Sud and Prabha (1995)* examined the efficacy of cognitive/relaxation training in reducing test anxiety among 80 Grade 9 girls

selected on the basis of their test anxiety and emotionality. Subjects were randomly assigned to attentional skills training, relaxation training or a control group. After 4 weeks, subjects completed a follow-up test anxiety scale. Only attentional skills training was found to be effective in reducing the anxiety of subjects high on test anxiety. No training was effective in the case of the self-report measure of state test anxiety and academic achievement.

*Mishra (1997)* examined the effect of achievement motivation on anxiety and academic achievement of 183 primary school children. Findings showed that children with high n-ach performed better academically and exhibited significantly low levels of test anxiety. A disordinal interaction was observed between education and achievement motivation in influencing test anxiety. Academic achievement of class III children was negatively correlated with general anxiety and positively with test anxiety and for children of classes IV and V, academic achievement was negatively correlated with both general and test anxiety. *Verma, Sheikh and Sangita (1997)* explored the relationship between study habits of adolescents and academic motivation and test anxiety. Results indicated that the level of academic motivation and test anxiety had a significant impact on the study habits of adolescent students. *Agrawal (1998)* examined the roles of socio-economic

status, interest and adjustment in the academic achievement of 100 girls of Grade 10 in the science group, matched for intelligence. Results revealed that adjustment, interest and socio-economic status significantly affected the academic achievement of the students. Significant intercorrelations between intelligence, interest, adjustment and socio-economic status were observed. Interest appeared to contribute the most towards academic success. *Gupta (1998)* examined the relationship between anxiety level and academic achievement. Results indicated significant relationships between anxiety level and academic achievement. Age was not associated significantly with anxiety and academic achievement.

*Mukhopadhyay and Kumar (1999)* investigated the role of academic pressure and achievement motivation in the impairment of mental health of children. Results indicated that the group which was high on achievement motivation showed greater mental health impairment than the group low on achievement motivation. It was pointed out that high achievement motivation interacting with academic pressure produced mental health impairment. *Joshi and Jena (1999)* compared some personality traits like self-concept, self confidence, adjustment and anxiety level of science and social science students of class XI. Results revealed significantly different levels of anxiety but there were no differences in other traits

between the students of both the streams.

*Singh and Dubey (1999)* investigated the scholastic achievement of undergraduate students in relation to sex, locality and neuroticism. Analysis of variance revealed that scholastic achievement was not influenced by sex and locality of the students. However, neuroticism had a significant effect on scholastic achievement. *Verma and Sinha (2000)* examined the relationship between time orientation and academic achievement in a sample 200 school students with an equal number of boys and girls. On three dimensions of time orientation, perception of sufficiency of time, structuring of time and punctuality, male high achievers had the highest mean on the dimension of self related other related activities. The general notion that high achievers have better time orientation was substantiated even though the two groups of high achievers and low achievers did not differ significantly on the total time orientation. Overall sex differences were not significant though females had a more practical and pragmatic approach to time orientation.



# CHAPTER - III

## **RESEARCH METHODOLOGY**

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The research methodology of the present study have been set out in this chapter under the following sections-

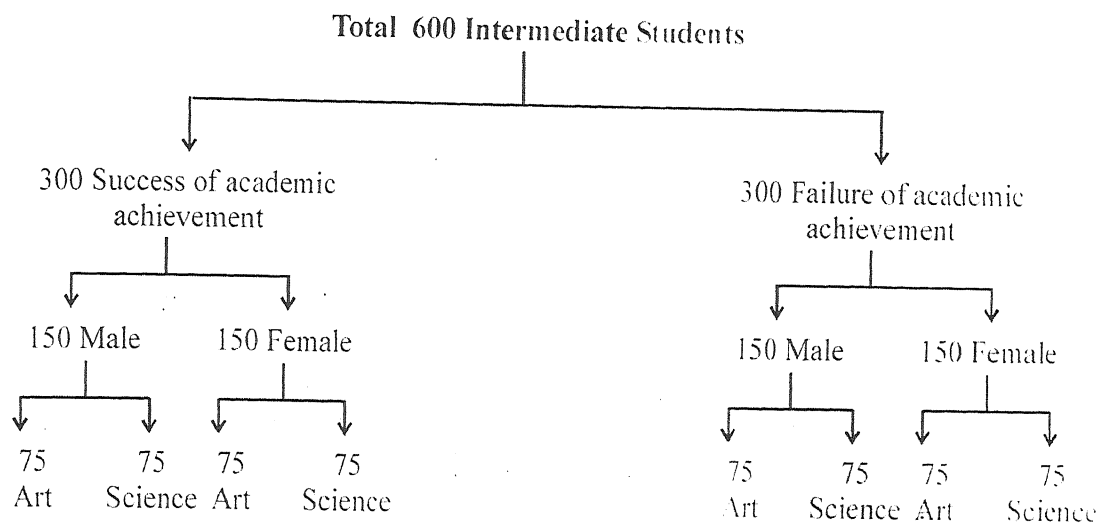
- a. Sample
- b. Research design & variables
- c. Tools
- d. Process
- e. Statistical Technique used

**a. Sample :** "Good result can be expected from a good sample.

In the present study 300 male and 300 female intermediate students of District Jalaun were included in the sample.

The subjects were included in the age range of 17-20 years. The subjects were selected through stratified random sampling technique. The subjects were also selected in the range of middle class socio-economics status on the basis of income and education.

Showing the plan for sample selection -



The sample was selected from the following colleges of Distt. Jalaun.

We took 75 success male students of Intermediate belonging to the science group.

We took 75 success male students of intermediate belonging to the art group.

We took 75 success female students of Intermediate belonging to the art group.

We took 75 success female students of Intermediate belonging to the science group.

We too 75 failure male students of Intermediate belonging to the art group.



(iii) Success and failure of  
academic achievement

2. Dependent variables      Anxiety  
                                         Mental Health

**c. Tools :** "Skill in choice and use of research instrument is essential to the success to the study and the validity of its results and conclusion."

The following tools were used for the data collection.

1. Anxiety test by Dr. Taresh Bhatia and Dr.A.K. Srivastava.
2. Multi- Variable personality inventory by Dr. Taresh Bhatia and Arunima pathak.
3. Mental Health Scale (MHS)- By Dr. Taresh Bhatia and Dr. S.C. Sharma.
4. Socio Economic- Status scale by Dr. S.P. Kulshrestha.

**A detailed description of the tools given below-**

**(1) Anxiety Test (A. Test) :**

-By Dr.Taresh Bhatia & Dr. A.K Srivastava.

Anxiety is a unique mix of subjective and physiological events. The subjective or emotional reactions associated with an anxiety state include apprehension, tension, worry and nervousness. The physiological events include rapid and shallow breathing,

increased heart rate (Palpitations, tachychardial) sweating, dryness of the mouth nausea and muscular-skeletal disturbances which cause trembling, restlessness and feeling of weakness (Spielberger 1981).

Any situation that is perceived as threatening will evoke an anxiety state and the intensity and duration of that state will be in proportion to the amount of threat perceived and its time span.

### **Development of the Test :**

The preliminary form of the test had a total of 150 items of the 'Yes-No'. The questions were designed to elicit self rating on items descriptive of anxiety reactions to the following areas :-

(a) Physiological manifestation, (b) Psychological manifestation, (c) Family anxieties, (d) Social approval and relations, (e) worries regarding the success and failure in work, (f) Anxieties regarding love and friendship, (g) Health appearance and injury, (h) Academic and vocational worries (i) worries regarding future, (j) Guilt and shame.

The preliminary test was administered on a sample of 300 male and 300 female subjects of age group 15 to 22 years. The form of the test contains only 100 items. These items are carefully selected on the basis of their discriminative value. Thus in the final test there are 100 "Yes-No" type of items.

### Reliability :

The co-efficient of reliability was determined by the following two methods.

1. The test-retest reliability was determined by administering the test after four weeks.
2. The split-half reliability was ascertained by adopting odd-even procedure.

The Table 3.01 gives the co-efficient of reliability determined by two methods.

Table-3.01

#### Reliability Co-efficient of the scale

S.N.	Method	Co-efficient of Reliability		
		Male	Female	Total
1.	Test Retest	.81	.83	.82
2.	Split-half	.79	.80	.81

**Validity :** The validity was determined by computing the co-efficient of correlation the scores of the present test with scores of following two valid test.

1. Sinha W.A. self analysis form constructed and standardised by Prof. D. Sinha on 100 subjects co-relation was found .78.

2. Anxiety scale constructed and standardised by Dr. D.N. Srivastava and Dr. G. Tiwari in 100 subjects correlation was found .80.

### **Administration**

The administrator should read the instructions given on the cover page and clear to the testee.

There is no time limit for completing the test. Usually an individual takes 20 minutes.

### **Scoring**

For any response indicated 'Yes' the testee should be awarded the score of one and zero for 'No'. The sum of all the positive or yes responses would be the total anxiety score of each area. The use of letters a b c d e g h i j corresponding to the ten different areas of anxiety. Add all the scores obtained for a particular area for all the pages. Record total of each area score, so obtained on the cover page of the test. The possible maximum scores under each anxiety area is 10 and the minimum is Zero.

### **Interpretation**

Place the total scores for each anxiety area in the profile and note the hierarchical order for various anxiety area. The subjects

can be classified into five categories on the basis of raw scores obtained by them. The five various levels of anxiety are very low, low, average, high and very high.

Total the scores obtained for all the ten areas to get the over all anxiety scores. The individual may be classified into five categories on the basis of total scores obtained on the inventory.

## **(2) Multi Variable Personality Inventory (MPI) :**

-By Dr. Taresh Bhatia and Arunima Pathak

Essentially personality consists of those permanent or semi-permanent modes of behaviour which characterise an individual and make him or her different from other people. These individual differences are called 'traits' (Hans Eysenck).

The 'Multi-variable personality Inventory' (MPI) has been used for measuring the different personality variables of an individual. The present inventory measures ten important variables of an individual.

To make a scientific selection of the variables of personality, 15 relevant and meaningful variables of personality were taken. These 15 variables were given to seven experts in the field of psychology for approval. The total number of variables over which the experts were unanimous were ten and these were further

given to a group of another 5 experts to examine the content and format of these variables. These experts were almost unanimous regarding these ten variables and thus they were retained for the final form of the inventory. These variables were.

a.        **Social Desirability-** The state or quality of being socially desirable.

b.        **Extraversion** - A person whose basic orientation is towards the external world. Extraversion (and introversion, its dimensional opposite) can be investigated by a whole range of personality tests. Extraverts are out-going sociable, rather impulsive and require constant stimulation from the environment.

c.        **Psychoticism** - Tendency of suffering from several mental arrangements.

d.        **Dogmatism** - Tendency of declaring opinion arrogantly. A some what unfashionable term related to the idea of closed mindedness or the inability to form new cognitive systems of various kinds (perceptual, conceptual etc.).

d.        **Ego-ideal** - Individual's ideal perception or experience himself, the ideal standard against which the ego- evaluates its activity and qualities.

f.       **Alienation-** The feeling that one's life has no meaning that the human and natural world around one is impersonal mechanistic and unsympathetic. Person's scoring high would be suspicious, over sensitive getting unusual sensations and sensory distortion.

g.       **Emotional instability** - Unhappy, nervous, emotionally labile, fearful, anxious and depressed. Person scoring high would be indicated that the individual has serious personality problems and would need psychological and psychiatric assistance.

h.       **Self-confidence** - Belief in one's own abilities.

i.       **Empathy** - The ability to share and accept another person's feelings, while respecting their dignity and refraining from value and judgements.

j.       **Dominance-** Certain personality as being dominant over others having control or authority or influence.

**Item Selection** - It was decided to write 15 to 20 items under each of the 10 variables. In this way an initial pool of 185 items were ready for the entire inventory. These items were given to five experts for a rating. The items with 100 percent approval were retained and rest were dropped. Thus after the initial tryout, the 45 items were left. These items were further passed on to three,

experts with a request to rate each items on a nine point scale (extremely undesirable to extremely desirable) in order to measure the social desirability tendency the items having value less than or equal to 5.00 (mean value) were rejected. Thus 20 items were dropped and 120 items were retained for further analysis.

The inventory was administered to the subjects of the sample of 300 students (male and female) for the purpose of item analysis. The age range of the subjects was 15 to 22 years. Subjects were asked to respond to items as 'Yes or No'. Items measuring of particular variable positively and responded as 'True or Yes' given a score of one, the negatively word items were given a score of zero. The higher the score, the higher was the subject on that variable. Item analysis was done with the help of the method between two extreme upper and lower groups, as described by Anastasi (1968).

Total 120 items were of good discriminative value, thus 20 items were dropped. In the final inventory there were 100 'Yes-No' type items.

**Reliability-** The coefficient of reliability was determined by test-retest method. The test was administered twice with a time interval of 20 days to a sample of 150 subjects. The test-retest reliability coefficient for each dimension of the scale was found out as follows-

S.N.		Variables	Retest Reliability
1.	a	social Desirability	.88
2.	b	Extraversion	.84
3.	c	Psychoticism	.79
4.	d	Dogmatism	.81
5.	e	Ego-ideal	.83
6.	f	Alienation	.87
7.	g	Emotional instability	.84
8.	h	Self-confidence	.91
9.	i	Empathy	.94
10.	j	Dominance	.89

The split half reliability method was computed for estimating the internal consistency and equivalence, which was found .89. Thus both these reliabilities are significant which indicate that the scale is highly consistent and reliable.

**Validity-** The Empirical validity of the scale was found out by correlating the scale with some external criterion that is Multi variable personality Inventory by B.C. Muthayya. Both the test were administered to sample of 100 subjects and correlation. was found out between different variables which were common in both the tests, indicated positive and significant correlation also. The total

score of the present inventory in high and significantly correlated with Muthayya's personality inventory total score ( $r=.77$ ).

### Administration of the Inventory

It is a self administrating inventory. There is no time limit for answering it. However most of groups should finish it in about 20 minutes. Though there will be a few individual who would take much longer time. It should be emphasized that there is no right or wrong answers to the statement. They are constructed to have differences in individual's reaction to various situations.

### Scoring key

Scoring key of the present inventory is given as follows. Give one score for the following responses, otherwise give zero score.

Variables	Yes responses (Items having Yes)	No response (Items having No)
a. Social Desirability	1,11,21,31,41,51,61,71,81,91	
b. Extraversion	32,42,52,62,82	2,12,22,72,92
c. Psychoticism	3,13,23,33,42, 53,63,73,83,93	
d. Dogmatism	4,14,24,34,44,54,64,74, 84,94	-
e. Ego-ideal	5,15,25,35,45,55,65, 75,85,95	-

f.	Alienation	6,16,26,36,46,56,66,76	-
		86,96	
g.	Emotional Instability	7,17,37,47,57,67,77,87,97	27
h.	Self-confidence	8,18,28,38,48,68,78	58
		88,98	
i.	Empathy	9,19,29,39,49,69,79,89,99	59
j.	Dominance	10,20,30,40,50,60,70,80	90,100

### (3) Mental Health Scale (MHS)

-By Dr. Taresh Bhatia & Dr. S.C. Sharma

Effort have been made to define/describe the criteria or characteristics of a normal personality (Coville, Costello and Rouke 1960, Maslow and Mittlemann 1951); Positive mental health (Jahoda 1958) normality dealing with theoretical and clinical concepts of mental health (Sabshin 1974) and healthy personality from the humanistic viewpoint (Jourard and Landsman 1980). Grinker, (Grinker and Timberlake 1962) have suggested the possibilities of a variety of mental healths. "The concept of ideal social functioning is the social equivalent of "positive mental health" (Carstairs and R.L. Kapur 1976). "In the larger context mental health is the other name of quality of life, (Wig 1979). Mental health professionals, however, agree that positive mental

health is not the mere absence of mental illness but something different (Nagaraja-1983). In view of the existing situation the efforts of scientists and researchers need to be making efforts of operationally define mental health (K. Sathyavath 1988).

### **Development of Test**

The mental health scale (MHS) has been used for measuring different mental health areas of an individual. The present scale measures five important areas of an individual's mental health. To make a scientific selection of the areas of mental health, 10 relevant and meaningful areas of mental health were taken. These 10 areas were given to five experts in the field of psychology, for approval. The total number of areas over which the experts were unanimous were five and they were retained for the final form of the scale. These areas were-

#### **(a) Realistic (REA)**

The ability of appraise oneself realistically and to take a realistic approach to situations, the ability to evaluate one's achievements realistically.

#### **(b) Joyful living (JFL)**

One of the outstanding characteristics of the person is joyful living. A happy person is a young, healthy, well educated,

well paid, extroverted, optimistic, worry free, religious, married person with high self esteem, high job morale, modest aspirations of either sex and of a middle range of intelligence.

**(c)        Autonomy (AUT)**

Closely related to acceptance of responsibility is autonomy. One who trusts and depends on his own capacities to organize and interpret the idea of his experience. He freely steers his own course (Barrett Lennard 1962). In decision making, he is able to make important decisions with a minimum of worry, conflict, advice seeking and other types of running-away behaviour (Kent 1966).

**(d)        Emotional Stability (ES)**

Emotional stability indicates an individual, who is with full control over his emotional expression, emotionally, mature, stable, possessing ego strength.

**(e)        Social Maturity**

The progressive improvement brings in social maturity through directed activity of the individual. In comprehension of the social heritage and the formation of flexible conduct patterns of reasonable conformity with this heritage.

## **Item Analysis**

It was decided to write 15 to 20 items under each of the five areas. In this way an initial pool of 85 items was ready for the entire scale. The scale was administered to the subjects of a sample of 250 students (male and female) for the purpose of item analysis. The age range of the subjects was 15 to 21 years. Employing 27% upper and 27% lower criterion groups item analysis was done. Discriminative values were computed for item. selection and applying 't' test for each item. All the statements were then arranged in descending order of their 't' values. Researcher selected the first 50 items with the largest 't' value for the final scale out of which each area had 10 items.

## **Reliability**

The co-efficient of reliability was determined by test-retest method. The test was administered twice with a time interval of 45 days to a sample of 200 subjects. The test-retest reliability co-efficient for each area of the scale was found to range between .78 and .85.

## **Validity**

The validity of the scale was established with the help of content validity on the basis of internal consistency.

### **Administration and Scoring :**

It is a self administrating scale. There is no time limit for answering it. However, most of the groups should finish it in about 15 minutes. It should be emphasized that there is no right or wrong answer to the statement.

It is a five point scale, the scoring of which was been objectified by assigning five or one scores respectively for five alternatives of the positive items, rated strongly agree to strongly disagree. For the negative items the scores assigned to each of the alternatives have been reversed. They range from one to five for five alternatives.

### **Norms :**

A qualitative description of the scores obtained on different areas can be interpreted with the help of norm table.

#### **(4) Socio-Economic Status Scale (SESS FORM A), 1980 (URBAN)**

- by Dr. S.P. Kulshrestha

This scale of Socio-Economic Status for urban population (SESSU) contains 20 items in all. It is a verbal scale. This scale can be administered individually as well as in the groups also. The information may also be collected through simple

interviews, observation or by direct questioning. If the subject himself fills the information he is supposed to put a Tick (✓) for the due information. This scale has transparent scoring key for easy and simple scoring.

### **Components of Socio-Economic Status Scale :**

The present scale is designed to measure Socio-Economic Status of urban families. It collects information regarding the following component variables :

#### **Parental and Sibling's Occupation :**

Parental and sibling's occupation relates to the primary occupations of the family, which are the main sources of livelihood. This item has been divided into nine categories. They are-

- (i) Those occupations where higher education is required e.g. Doctors. Engineers, Professors etc.
- (ii) Executive occupations (higher level) e.g. Managers or administrative officers of the big industries etc.
- (iii) Those occupations which require at least graduate degree e.g. Teachers of Inter Colleges, medical representative etc.
- (iv) Middle level occupations like Manager, Partner of factory etc.

(v) General occupations or Technical work e.g. teachers of primary/nursery schools, shopkeepers etc.

(vi) Skilled occupations like craftman, carpenter etc.

(vii) Service worker's occupations e.g. clerk, typist, steno, non-commissioned army officers.

(viii) Semi skilled occupations e.g. machine operator.

(ix) Unskilled occupations e.g. peons, labourer etc.

**Parental and Sibling's General Education :**

This component has got eight categories. They are given below-

(i) Doctoral and post doctoral degree.

(ii) Post-graduate degree.

(iii) Graduate degree.

(iv) Intermediate/higher secondary.

(v) High School.

(vi) Middle School.

(vii) Primary School.

(viii) Illiterate.

### **Parental and Sibling's Technical Education :**

The level of the technical education has been divided into seven categories-

- (i) Post-graduate Diploma e.g. Guidance Diploma.
- (ii) Graduate Diploma or degree (after having at least one graduate degree) eg B.Ed.
- (iii) Diploma after Hr. Secondary or Intermediate.
- (iv) Diploma or training after High School.
- (v) Training/Certificate after middle.
- (vi) General Training Certificate/diploma.
- (vii) No Training or Technical degree/diploma.

### **Economic Indicators :**

This component is represented by the Item Nos. 4 to 12. This includes Monthly, income of the family, Bank and Post Office deposits, Debt on the family, Capacity to collect money in emergency. House Ownership, type of houses, freeship in school, types of school in which children are studying or studied, types of servants, Number of various Household articles in possession e.g., T.V./Radio, Car, Cycle etc.

**Cultural Indicators :**

This component includes the Item No.13 to 15 which represent the types of Newspapers/magazines and their frequency, invitations from Mohallas/City or Societies, membership of various types of clubs and other organizations.

**Psychological Indicators :**

Item Nos. 16 to 20 represent the psychological variables in the scale. These include the types of colony in which the person is living, types of general views/thinking of others about the family, belief in caste, mobility, and the likes and dislikes towards the new practices and innovations.

**Scoring Method :**

The scoring key summarises the informations recorded on the scale. The weightage of each item has been written on the transparent key, which may be used in very convenient manner. Keep the key on the scale and add the scores mentioned above each box on the key for each ticked (✓) answer. Do the same for other pages no. 3, 4 & 5 add all the scores of all the pages of the scale and find out the grand total. This grand total of all the scores should be taken into consideration for determining the Socio-Economic Status of urban testee. Compare the grand total numericals with the

norms and assign the category to the person accordingly.

### Reliability of the scale :

The test-retest reliability of the scale was found to be .87.

### Validity :

The scale possesses content and construct validity. The validity of the scale was also calculated by comparing the scale with Dr. Kuppaswami's and Pandey's Socio-Economic Status Questionnaires. The coefficient of correlations were found .57 and .89 respectively.

### Norms :

The norms are given in the following table. The grand total of the testee can be compared with this table 3.02 and can be classified accordingly for the status :-

TABLE : 3.02

(Showing the norms, N= 1000 male students)

No.	Distribution of raw Scores	Cutting points in Sigma units	Status Category (Socio-Economic Status)
1.	223 & above	+1.50+	High
2.	108 to 223	-.5 to +1.5	Average
3.	Below 108	- .5	Low

norms and assign the category to the person accordingly.

#### **Reliability of the scale :**

The test-retest reliability of the scale was found to be .87.

#### **Validity :**

The scale possesses content and construct validity. The validity of the scale was also calculated by comparing the scale with Dr. Kuppuswami's and Pandey's Socio-Economic Status Questionnaires. The coefficient of correlations were found .57 and .89 respectively.

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1.	223 & above	+1.50+	High
2.	108 to 223	-.5 to +1.5	Average
3.	Below 108	- .5	Low

**d. Process :**

After selecting the research problem the researcher has chosen Inter Colleges of boys and girls whose names are following-

1. Government Girls Inter College, Orai
2. Government Inter College, Orai
3. Sanatan Dharam Inter College, Orai
4. Gandhi Inter College, Orai
5. Sarvodaya Inter College, Orai
6. Jila Parishad Inter College, Nadigaon
7. Arya Kanya Inter College, Orai
8. Nehru Audogic Inter College, Sarsee
9. Swantra Senani Inter College, Kushmiliya
10. Chhatrasal Inter College, Jalaun
11. Tej Singh Ashirvad Inter College, Orai
12. Dayanand AngloVedic Inter College, Orai
13. Tej Singh Ashirvad Balika Inter College, Orai
14. Sanatan Dharam Balika Inter College, Orai

The researcher went to the colleges and met the principals and requested them to seek permission for administration of psychological tests to the students class XII.

After getting permission from the principals of the colleges the researcher selected 75 boy and girl students of science and art group, success and failure of class XII.

After selecting the sample the researcher explained all the instructions to the students before requesting the students to fill the test papers. They were asked to answer freely, frankly and to the point. No time limit was enforced but they were asked not to waste time, when the students had filled the test papers the researcher collected the test papers.

**e. Statistical Technique Used :**

After collecting data, researcher used statistical calculation as mean, standard deviation, critical ratio, F-ratio, Degree of freedom. The formula are as follow.

The Formula of Mean is-

$$\text{Mean} = \sqrt{\frac{\sum x}{N}}$$

The Formula of S.D. is-

$$\text{S.D.} = \sqrt{\frac{\sum d^2}{N}}$$

The formula of Critical ratio is -

$$\text{CR} = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

The Formula of Degree of Freedom-

$$\text{df} = (N_1 - 1) + (N_2 - 1)$$

Analysis of Variance -

$$\text{F-ratio} = \frac{\text{Mean square between groups}}{\text{Mean square within groups}}$$



# CHAPTER - IV

## ***DATA ANALYSIS AND THEIR DISCUSSION***

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This chapter presents the data, its analysis, interpretation and results. The results have been presented according to the following scheme. A mention of this may facilitate to understand the whole view of the work done.

- Part A Overall comparison of anxiety between male and female success & failure of academic achievement.
- Part B Overall comparison of different personality factors between male and female success & failure of academic achievement.
- Part C Overall comparison of mental health between male and female success & failure of academic achievement.
- Part D The effect of sex (male & female) and different personality factors on anxiety.
- Part E The effect of sex (male & female) and different personality factors on mental health.
- Part-F The effect of sex (male & female) and academic achievement (success & failure) on anxiety.
- Part G The effect of sex (male & female) and academic achievement (success & failure) on mental health.

## PART-A

**Overall comparison of anxiety between male and female success and failures of academic achievement.**

In this section an attempt has been made to study and compare the anxiety of male and female success and failures Intermediate students.

**1.01 : To study the significant difference of anxiety between success male art and success male science students.**

Anxiety test was administered on 75 male art and 75 male science Intermediate passed students. The table 4.01 shows the Mean, S.D. and Critical Ratio of anxiety between male art and male science success Intermediate students.

The Table 4.01 shows that success male art students have relatively high anxiety in different areas as psychological manifestation (mean 3.81), family anxiety (mean 4.01), academic and vocational worries (mean 5.19), worries regarding future (mean 3.91) and guilt & shame (mean 4.35). But success male science students have also relatively high anxiety in different areas as physiological manifestation (mean 3.89), social approval and relations (mean 4.12), worries regarding the success and failure in work (mean 4.39), anxieties regarding love and friendship (mean

4.20), health appearance and injury (mean 3.87). It shows that success male art students have high anxiety (mean 40.25).

**Table 4.01 :** Showing the Mean, S.D. and Critical Ratio of anxiety between male art and male science success Intermediate students.

Different Areas of Anxiety	Success Male Art			Success Male Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	3.32	2.25	75	3.89	2.04	1.63 > .05
b. Psychological manifestation	75	3.81	2.02	75	3.80	1.80	0.032 > .05
c. Family anxieties	75	4.01	2.03	75	3.83	2.01	0.55 > .05
d. Social approval and relation	75	3.97	2.02	75	4.12	2.05	0.45 > .05
e. Worries regarding the success and failure in work	75	3.87	2.10	75	4.39	2.28	1.45 > .05
f. Anxieties regarding love and friendship	75	4.03	2.24	75	4.20	2.17	0.47 > .05
g. Health appearance and injury	75	3.79	2.63	75	3.87	2.64	0.19 > .05
h. Academic and vocational worries	75	5.19	2.13	75	4.03	1.89	3.53 < .01
i. Worries regarding future	75	3.92	2.46	75	3.69	2.15	0.61 > .05
j. Guilt and shame	75	4.35	2.26	75	3.31	2.08	2.92 < .01
Total	75	40.25	13.85	75	39.16	10.75	0.54 > .05

Significant level at .01 - 2.61  
.05 - 1.98

To see the significant difference of anxiety between male art and male science Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from table 4.01 that there is significant difference of the academic and vocational worries between male art and male science Intermediate success students (critical ratio found 3.53, which is significant at .01 level). There is also significant difference of the guilt and shame anxiety between male art and male science success Intermediate students (critical ratio found 2.92, which is significant at .01 level).

Thus the art male students have significantly high academic and vocational worries and also high guilt and shame than male science students. The null hypothesis (1.01) stating that "There is no significant difference of anxiety between success male art and success male science of academic achievement students." is rejected.

**1.02 : To study the significant difference of anxiety between success female art and success female science students.**

Anxiety test was administered on 75 female art and 75 female science Intermediate passed students. The table 4.02 shows the mean, S.D. and critical ratio of anxiety between female art and female science success Intermediate students.

**Table 4.02 :** Showing the Mean, S.D. and Critical Ratio of anxiety between female art and female science success Intermediate students.

Different Areas of Anxiety	Success Female Art			Success Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	4.21	2.05	75	2.97	2.31	3.48 < .01
b. Psychological manifestation	75	4.09	2.39	75	2.99	2.41	2.81 < .01
c. Family anxieties	75	3.99	2.42	75	2.41	1.87	4.48 < .01
d. Social approval and relation	75	4.07	2.39	75	3.44	2.39	1.62 > .05
e. Worries regarding the success and failure in work	75	3.73	2.22	75	3.41	2.03	0.92 > .05
f. Anxieties regarding love and friendship	75	3.37	2.28	75	2.36	2.00	2.89 < .01
g. Health appearance and injury	75	3.11	2.31	75	2.55	2.31	1.49 > .05
h. Academic and vocational worries	75	4.09	2.73	75	3.55	2.20	1.34 > .05
i. Worries regarding future	75	3.29	2.30	75	2.64	2.43	1.78 > .05
j. Guilt and shame	75	3.48	2.82	75	3.65	2.83	.37 > .05
Total	75	37.41	12.88	75	29.97	13.72	3.43 < .01

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.02 shows that female art students have relatively high anxiety in different areas as psychological

manifestation (mean 4.21), Psychological manifestation (mean 4.09), family anxiety (mean 3.99), social approval and relation (mean 4.07), worries regarding the success and failure in work (mean 3.73), anxieties regarding love and friendship (mean 3.37), health appearance (mean 3.11), academic and vocational worries (mean 4.09) and worries regarding future (mean 3.29). But female science students have also relatively high anxiety as guilt and shame area (mean 3.65). It shows that female art students have high anxiety (mean 37.41).

To see the significant difference of anxiety between female art and female science Intermediate success students. The critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from table 4.02 that there is significant difference of the physiological manifestation between female art and female science Intermediate success students (critical ratio found 3.48, which is significant at .01 level). There is a significant difference of psychological manifestation between female art and female science success Intermediate students (critical ratio found 2.81, which is significant at .01 level). There is significant difference of family anxieties between female art and female science success Intermediate students (critical ratio

found 4.48, which is significant at .01 level). There is also significant difference of anxieties regarding love and friendship between female art and female science success Intermediate students (critical ratio found 2.89, which is significant at .01 level). There is significant difference of anxiety between female art and female science students (critical ratio found 3.43, which is significant at .01 level).

Thus the success female art students have significantly high physiological manifestation, psychological manifestation, family anxieties and also high anxieties regarding love and friendship and total anxiety than success female science students.. The null hypothesis (1.02) stating that "There is no significant difference of anxiety between success female art and success female science of academic achievement students" is rejected.

**1.03 : To study the significant difference of anxiety between success male art and success female art students.**

Anxiety test was administered on 75 male art and 75 female art Intermediate passed students. The table 4.03 shows the mean, S.D. and critical ratio of anxiety between male art and female art Intermediate success students.

**Table 4.03 :** Showing the Mean, S.D. and Critical Ratio of anxiety between male art and female art success Intermediate students.

Different Areas of Anxiety	Success Male Art			Success Female Art			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	3.32	2.25	75	4.21	2.05	2.53 < .05
b. Psychological manifestation	75	3.81	2.02	75	4.09	2.39	0.78 > .05
c. Family anxieties	75	4.01	2.03	75	3.99	2.42	0.05 > .05
d. Social approval and relation	75	3.97	2.02	75	4.07	2.39	0.28 > .05
e. Worries regarding the success and failure in work	75	3.87	2.10	75	3.73	2.22	0.40 > .05
f. Anxieties regarding love and friendship	75	4.03	2.24	75	3.37	2.28	1.79 > .05
g. Health appearance and injury	75	3.79	2.63	75	3.11	2.31	1.68 > .05
h. Academic and vocational worries	75	5.19	2.13	75	4.09	2.73	2.76 < .01
i. Worries regarding future	75	3.92	2.46	75	3.29	2.30	1.61 > .05
j. Guilt and shame	75	4.35	2.26	75	3.48	2.82	2.09 < .05
Total	75	40.25	13.85	75	37.41	12.88	1.30 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.03 shows that male art students have relatively high anxiety in different areas as family anxiety (mean

4.01), worries regarding the success and failure in work (mean 3.87), anxieties regarding love and friendship (mean 4.03), health appearance and injury (mean 3.79), academic and vocational worries (mean 5.19), worries regarding future (mean 3.92), guilt and shame (mean 4.35). But female art students have also relatively high anxiety in different areas as physiological manifestation (mean 4.21), psychological manifestation (mean 4.09), social approval and relation (mean 4.07). It shows that male art students have high anxiety (mean 40.25).

To see the significant difference of anxiety between male art and female art Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.03 that there is significant difference of physiological manifestation between male art and female art Intermediate success students (critical ratio found 2.53, which is significant at .05 level). There is a significant difference of academic and vocational worries between manifestation male art and female art success Intermediate students (critical ratio found 2.76, which is significant at .01 level). There is significant difference of guilt and shame between male art and female art success

Intermediate students (critical ratio found 2.09, which is significant at .05 level).

Thus the success art female students have significantly high physiological manifestation than the success male art students. It shows that male students have significantly high the academic and vocational worries and high the guilt and shame than female art students.

The null hypothesis (1.03) stating that "There is no significant difference of anxiety between success male art and success female art of academic achievement students" is rejected.

**1.04 : To study the significant difference of anxiety between success male science and success female science students.**

Anxiety test was administered on 75 male science and 75 female science intermediate success students.

The Table 4.04 shows the mean, S.D. and critical ratio of anxiety between male science and female science success intermediate students.

**Table 4.04 :** Showing the Mean, S.D. and Critical Ratio of anxiety between male science and female science success intermediate students.

Different Areas of Anxiety	Success Male Science			Success Female Sci.			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	3.89	2.04	75	2.97	2.31	2.59 < .05
b. Psychological manifestation	75	3.8	1.80	75	2.99	2.41	2.34 < .05
c. Family anxieties	75	3.83	2.01	75	2.41	1.87	4.47 < .01
d. Social approval and relation	75	4.12	2.05	75	3.44	2.39	1.87 > .05
e. Worries regarding the success and failure in work	75	4.39	2.28	75	3.41	2.03	2.78 < .01
f. Anxieties regarding love and friendship	75	4.20	2.17	75	2.36	2.00	5.40 < .01
g. Health appearance and injury	75	3.87	2.64	75	2.55	2.31	3.26 < .01
h. Academic and vocational worries	75	4.03	1.89	75	3.55	2.20	1.43 > .05
i. Worries regarding future	75	3.69	2.15	75	2.60	2.43	2.91 < .01
j. Guilt and shame	75	3.31	2.08	75	3.65	2.83	0.84 > .05
Total	75	39.16	10.75	75	29.97	13.72	4.57 < .01

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.04 shows that success male science students have relatively high anxiety in different areas as

physiological manifestation (Mean 3.89), psychological manifestation (Mean 3.8), family anxieties (Mean 3.83), social approval and relation (Mean 4.12), worries regarding the success and failure in work (Mean 4.39), anxieties regarding love and friendship (Mean 4.20), health appearance and injury (Mean 3.87), academic and vocational worries (Mean 4.03), worries regarding future (Mean 3.69). But female science students have also relatively high anxiety the guilt and shame (Mean 3.65). It shows that male science students have high anxiety (Mean 39.16).

To see the significant difference of anxiety between male science and female science intermediate success students. The critical ratio was calculated (the critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.04 that there is significant difference of physiological manifestation between male science and female science intermediate success students (critical ratio found 2.59, which is significant at .05 level). There is significant difference of psychological manifestation between male science and female science intermediate success students (critical ratio found 2.34, which is significant at .05 level). There is significant difference of the family anxieties between male science and female science intermediate success students (critical ratio

found 4.47, which is significant at .01 level). There is significant difference of worries regarding success and failure in work between male science and female science intermediate success students (critical ratio found 2.78, which is significant at .01 level). There is significant difference of anxieties regarding love and friendship between male science and female science intermediate success students (critical ratio found 5.40, which is significant at .01 level). There is significant difference of health appearance and injury between male science and female science Intermediate success students (critical ratio found 3.26, which is significant at .01 level). There is significant difference of the worries regarding future between male science and female science Intermediate success students (critical ratio found 2.91, which is significant at .01 level). There is significant difference of the anxiety of male science and female science Intermediate success students (critical ratio found 4.57 which is significant at .01 level).

Thus the success science male students have significant high physiological manifestation, psychological manifestation, family anxieties, worries regarding the success and failure in work, anxieties regarding love and friendship, health appearance and injury, worries regarding future and total anxiety than the success female science students. The null hypothesis (1.04) stating that

“There is no significant difference of anxiety between success male science and success female science of academic achievement students” is rejected.

**1.05 : To study the significant difference of anxiety between failure male art and failure male science students.**

Anxiety test was administered on 75 male art and 75 male science intermediate failure students.

The Table 4.05 shows the mean, S.D. and Critical ratio of anxiety between male art and male science failure intermediate students.

The Table 4.05 shows that failure male art students have relatively high anxiety in different areas as family anxieties (Mean 4.20), worries regarding the success and failure in work (mean 4.32). But failure male science students have also relatively high anxiety in different areas as physiological manifestation (mean 4.71). psychological manifestation (mean 4.04), social approval and relation (mean 4.39), anxieties regarding love and friendship (mean 3.84), health appearance and injury (mean 4.12), academic and vocational worries (mean 3.95), worries regarding future (mean 3.83), guilt and shame (mean 3.36). It shows failure male science students have high anxiety (mean 40.43).

**Table 4.05 :** Showing the Mean, S.D. and Critical Ratio of anxiety between male art and male science failure intermediate students.

Different Areas of Anxiety	Failure Male Art			Failure Male Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	4.13	2.19	75	4.71	2.28	1.59 > .05
b. Psychological manifestation	75	3.67	1.81	75	4.04	2.14	1.14 > .05
c. Family anxieties	75	4.20	2.13	75	4.03	2.39	.46 > .05
d. Social approval and relation	75	4.03	2.10	75	4.39	2.30	1.00 > .05
e. Worries regarding the success and failure in work	75	4.32	2.30	75	4.16	2.25	0.43 > .05
f. Anxieties regarding love and friendship	75	3.80	2.26	75	3.84	2.48	0.10 > .05
g. Health appearance and injury	75	3.99	2.33	75	4.12	2.90	0.30 > .05
h. Academic and vocational worries	75	3.92	2.39	75	3.95	2.66	.07 > .05
i. Worries regarding future	75	3.64	2.20	75	3.83	2.44	.50 > .05
j. Guilt and shame	75	3.28	2.03	75	3.36	2.54	.21 > .05
Total	75	38.96	11.86	75	40.43	12.56	.74 > .05

Significant level at .01 - 2.61  
.05 - 1.98

To see the significant difference of anxiety between male art and male science intermediate failure students, the critical

ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.05 that there is no significant difference in different areas of anxiety between male art and male science of intermediate failure students.

Thus male art and male science failure intermediate students have no significant difference of anxiety in different areas. The null hypothesis (1.05) stating that "There is no significant difference of anxiety between failure male art and failure male science of academic achievement students" is selected.

**1.06 :** To study the significant difference of anxiety between failure female art and failure female science students.

Anxiety test was administered on 75 female art and 75 female science intermediate failure students.

The Table 4.06 shows the mean, S.D. and Critical ratio of anxiety between female art and female science failure intermediate failure students.

**Table 4.06 :** Showing the Mean, S.D. and Critical Ratio of anxiety between female art and female science intermediate failure students.

Different Areas of Anxiety	Failure female Art			Failure female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	4.28	2.46	75	4.01	2.52	.67 > .05
b. Psychological manifestation	75	3.27	2.07	75	2.91	2.05	1.07 > .05
c. Family anxieties	75	3.87	2.05	75	3.31	2.10	1.66 > .05
d. Social approval and relation	75	3.59	2.34	75	3.4	1.93	.54 > .05
e. Worries regarding the success and failure in work	75	3.91	2.29	75	3.77	1.91	.41 > .05
f. Anxieties regarding love and friendship	75	3.71	2.31	75	3.24	1.92	1.36 > .05
g. Health appearance and injury	75	2.97	2.21	75	3.85	2.43	2.32 < .05
h. Academic and vocational worries	75	3.83	2.73	75	3.75	2.51	0.18 > .05
i. Worries regarding future	75	3.77	2.65	75	3.68	2.58	.21 > .05
j. Guilt and shame	75	3.13	2.05	75	3.37	2.54	.64 > .05
Total	75	36.32	9.59	75	35.29	7.99	.72 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.06 shows that failure female art students have relatively high anxiety in different areas as physiological

manifestation (mean 4.28). Psychological manifestation (mean 3.27), family anxieties (mean 3.87), social approval and relation (mean 3.59); worries regarding the success and failure in work (mean 3.91), anxieties regarding love and friendship (mean 3.71), academic and vocational worries (mean 3.83), worries regarding future (mean 3.77). But failure female science students have also relatively high anxiety in different areas as health appearance and injury (mean 3.85), guilt and shame (mean 3.37). It shows female art students have high anxiety (mean 36.32).

To see the significant difference of anxiety between female art and female science intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.06 that there is significant difference of the health appearance and injury between female art and female science intermediate failure students (critical ratio found 2.32, which is significant at .05 level).

Thus the failure female science students have significantly high health appearance and injury than failure female art students. The null hypothesis (1.06) stating that "There is no significant difference of anxiety between failure female art and failure female science of academic achievement students." is rejected.

**1.07 : To study the significant difference of anxiety between failure male art and failure female art students.**

Anxiety test was administered on 75 male art and 75 female art intermediate failure students.

The table 4.07 shows the mean, S.D. and critical ratio of anxiety between male art and female art intermediate failure students.

The Table 4.07 shows that male art students have relatively high anxiety in different areas as psychological manifestation (mean 3.67), family anxieties (mean 4.2), social approval and relation (mean 4.03), worries regarding success and failure in work (mean 4.32), anxieties regarding love and friendship (mean 3.8), health appearance and injury (mean 3.99), academic and vocational worries (mean 3.92), guilt and shame (mean 3.28). But female art students have also relatively high anxiety in different areas as physiological manifestation (mean 4.28), worries regarding future (mean 3.77). It shows that male art students have high anxiety (mean 38.96).

To see the significant difference of anxiety between male art and female art intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the

**Table 4.07 :** Showing the Mean, S.D. and Critical Ratio of anxiety between male art and female art failure intermediate students.

Different Areas of Anxiety	Failure Male Art			Failure Female Art			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	4.13	2.19	75	4.28	2.46	.39 > .05
b. Psychological manifestation	75	3.67	1.81	75	3.27	2.07	1.26 > .05
c. Family anxieties	75	4.20	2.13	75	3.87	2.05	.97 > .05
d. Social approval and relation	75	4.03	2.10	75	3.59	2.34	1.21 > .05
e. Worries regarding the success and failure in work	75	4.32	2.30	75	3.91	2.29	1.09 > .05
f. Anxieties regarding love and friendship	75	3.80	2.26	75	3.71	2.31	.24 > .05
g. Health appearance and injury	75	3.99	2.33	75	2.97	2.21	2.76 < .01
h. Academic and vocational worries	75	3.92	2.39	75	3.83	2.73	.22 > .05
i. Worries regarding future	75	3.64	2.20	75	3.77	2.65	.33 > .05
j. Guilt and shame	75	3.28	2.03	75	3.13	2.05	.45 > .05
Total	75	38.96	11.86	75	36.32	9.59	1.50 > .05

Significant level at .01 - 2.61

.05 - 1.98

degree of freedom 148. It may be observed from Table 4.07 that there is significant difference of the health appearance and injury

between male art and female art Intermediate failure students (critical ratio found 2.76, which is significant at .01 level).

Thus the failure male art students have significantly high health appearance and injury than the failure female art students. The null hypothesis (1.07) stating that "There is no significant difference of anxiety between failure male art and failure female art of academic achievement students" is rejected.

**1.08 : To study the significant difference of anxiety between failure male science and failure female science students.**

Anxiety test was administered on 75 male science and 75 female science Intermediate failure students.

The Table 4.08 shows the mean, S.D. and Critical ratio of anxiety between male science and female science Intermediate failure students.

The Table 4.08 shows that male science students have relatively high anxiety in different areas as physiological manifestation (mean 4.71), psychological manifestation (mean 4.04), family anxieties (mean 4.03), social approval and relation (mean 4.39), worries regarding the success and failure in work (mean 4.16), anxieties regarding love and friendship (mean 3.84), health appearance and injury (mean 4.12), academic and vocational of worries (mean 3.95), worries regarding future (mean 3.83), But failure female science students have also

**Table 4.08 :** Showing the Mean, S.D. and Critical Ratio of anxiety between male science and female science failure Intermediate students.

Different Areas of Anxiety	Failure Male Science			Failure Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	75	4.71	2.28	75	4.01	2.52	1.79 > .05
b. Psychological manifestation	75	4.04	2.14	75	2.91	2.05	3.30 < .01
c. Family anxieties	75	4.03	2.39	75	3.31	2.10	1.96 > .05
d. Social approval and relation	75	4.39	2.30	75	3.4	1.93	2.84 < .01
e. Worries regarding the success and failure in work	75	4.16	2.25	75	3.77	1.91	1.14 > .05
f. Anxieties regarding love and friendship	75	3.84	2.48	75	3.24	1.92	1.66 > .05
g. Health appearance and injury	75	4.12	2.90	75	3.85	2.43	.62 > .05
h. Academic and vocational worries	75	3.95	2.66	75	3.75	2.51	.47 > .05
i. Worries regarding future	75	3.83	2.44	75	3.68	2.58	.37 > .05
j. Guilt and shame	75	3.36	2.54	75	3.37	2.54	.02 > .05
Total	75	40.43	12.56	75	35.29	7.99	2.99 < .01

Significant level at .01 - 2.61  
.05 - 1.98

relatively high anxiety in the guilt and shame mean (3.37). It shows male science students have high anxiety (mean 40.43).

To see the significant difference of anxiety between male science and female science Intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.08 that there is significant difference of psychological manifestation between male science and female science. Intermediate failure students (critical ratio found 3.30, which is significant at .01 level). There is also significant difference of the social approval and relation between male science and female science Intermediate failure students (Critical ratio found 2.84, which is significant at .01 level). There is significant difference the anxiety between male science and female science Intermediate failure students (critical ratio found 2.99, which is significant at .01 level).

Thus the failure male science students have significantly high psychological manifestation, social approval and relation and total anxiety than the failure female science students. The null hypothesis (1.08) stating that "There is no significant difference of anxiety between failure male science and failure female science of academic achievement students" is rejected.

**1.09 :** To study the significant difference of anxiety between success male and success female students.

Anxiety test was administered on 150 male and 150 female passed students. The Table 4.09 shows the mean, S.D. and critical ratio of anxiety between male and female success Intermediate students.

The Table 4.09 shows that success male students have relatively high anxiety in different areas as physiological manifestation (mean 3.61), psychological manifestation (mean 3.81), family anxieties (mean 3.92), social approval and relation (mean 4.05), worries regarding success and failure in work (mean 4.13), anxieties regarding love and friendship (mean 4.12), health appearance and injury (mean 3.83), academic and vocational worries (mean 4.61), worries regarding future (mean 3.81), guilt and shame (mean 3.83). It shows success male students have high anxiety (mean 39.71).

To see the significant difference of anxiety between male and female Intermediate success students the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level 1.98 with the degree of freedom 298. It may be observed from Table 4.09 that there is no significant difference of physiological manifestation between male and female

**Table 4.09 :** Showing the Mean, S.D. and Critical Ratio of anxiety between male and female success Intermediate students.

Different Areas of Anxiety	Success Male			Success Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	150	3.61	2.17	150	3.59	2.27	0.08 > .05
b. Psychological manifestation	150	3.81	1.91	150	3.54	2.46	1.06 > .05
c. Family anxieties	150	3.92	2.02	150	3.20	2.30	2.88 < .01
d. Social approval and relation	150	4.05	2.04	150	3.76	2.41	1.13 > .05
e. Worries regarding the success and failure in work	150	4.13	2.21	150	3.57	2.13	2.19 < .05
f. Anxieties regarding love and friendship	150	4.12	2.21	150	2.87	2.20	4.89 < .01
g. Health appearance and injury	150	3.83	2.64	150	2.83	2.33	3.48 < .01
h. Academic and vocational worries	150	4.61	2.10	150	3.82	2.49	2.98 < .01
i. Worries regarding future	150	3.81	2.31	150	2.95	2.39	2.17 < .05
j. Guilt and shame	150	3.83	2.23	150	3.57	2.83	.88 > .05
Total	150	39.71	12.41	150	33.69	13.82	3.96 < .01

Significant level at .01 - 2.61  
.05 - 1.98

Intermediate success students (critical ratio found 0.08, which is not significant at .05 level). There is significant difference of family anxieties between male and female Intermediate success students

(critical ratio found 2.88, which is significant at .01 level). There is significant difference of worries regarding the success and failure between male and female Intermediate success students (critical ratio found 2.19, which is significant at .05 level).

There is significant difference of anxieties regarding love and friendship between male and female Intermediate success students (critical ratio found 4.89, which is significant at .01 level). There is significant difference of health appearance and injury between male and female Intermediate success students (critical ratio found 3.48, which is significant at .01 level). There is significant difference of academic and vocational worries between male and female Intermediate success students (critical ratio found 2.98, which is significant at .01 level). There is significant difference of worries regarding future between male and female Intermediate success students (critical ratio found 2.17, which is significant at .05 level). There is also significant difference of anxiety between male and female Intermediate success students (critical ratio found 3.96, which is significant at .01 level).

Thus success male students have significantly high physiological manifestation, family anxieties, worries regarding the success and failure, anxieties regarding love and friendship, health appearance and injury, academic and vocational worries, worries

regarding future and total anxiety than success female students. The null hypothesis (1.09) stating that "There is no significant difference of anxiety between success male and success female of academic achievement students" is rejected.

**1.10 : To study the significant difference of anxiety between failure male and failure female students.**

Anxiety test was administered on 150 male and 150 female Intermediate failure students.

The Table 4.10 shows that failure male students have relatively high anxiety in different areas as physiological manifestation (mean 4.42), psychological manifestation (mean 3.86), family anxieties (mean 4.12), social approval and relation (mean 4.21), worries regarding the success and failure in work (mean 4.24), anxieties regarding love and friendship (mean 4.49), health appearance and injury (mean 4.06), academic and vocational worries (mean 3.94), worries regarding future (mean 3.74), guilt and shame (mean 3.32). It shows failure male students have high anxiety (mean 39.70).

To see the significant difference of anxiety between male and female Intermediate failure students, the critical ratio was calculated the critical ratio value required to be significant at .01

**Table 4.10 :** Shows the Mean, S.D. and Critical Ratio of anxiety between male and female failure Intermediate students.

Different Areas of Anxiety	Failure Male			Failure Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	150	4.42	2.25	150	4.15	2.49	.99 > .05
b. Psychological manifestation	150	3.86	1.99	150	3.09	2.07	3.28 < .01
c. Family anxieties	150	4.12	2.67	150	3.59	2.09	1.91 > .05
d. Social approval and relation	150	4.21	2.21	150	3.50	2.15	2.82 < .01
e. Worries regarding the success and failure in work	150	4.24	2.28	150	3.84	2.11	1.58 > .05
f. Anxieties regarding love and friendship	150	4.49	2.47	150	3.48	2.14	3.79 < .01
g. Health appearance and injury	150	4.06	2.63	150	3.41	2.36	2.25 < .05
h. Academic and vocational worries	150	3.94	2.53	150	3.79	2.62	.50 > .05
i. Worries regarding future	150	3.74	2.33	150	3.73	2.62	.03 > .05
j. Guilt and shame	150	3.32	2.30	150	3.25	2.31	.26 > .05
Total	150	39.70	12.24	150	35.81	8.84	3.16 < .01

Significant level at .01 - 2.61  
.05 - 1.98

level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.10 that there is significant difference of psychological manifestation between male and female Intermediate

failure students (critical ratio found 3.28, which is significant at .01 level). There is significant difference of social approval and relation between male and female Intermediate failure students (critical ratio found 2.82, which is significant at .01 level). There is significant difference of anxieties regarding love and friendship between male and female Intermediate failure students (critical ratio found 3.79, which is significant at .01 level). There is significant difference of health appearance and injury between male and female Intermediate failure students (critical ratio found 2.25, which is significant at .05 level). There is also significant difference of anxiety between male and female Intermediate failure students (critical ratio found 3.16, which is significant at .01 level).

Thus the failure male students have significantly high psychological manifestation, social approval and relation anxieties regarding love and friendship health appearance and injury, total anxiety and than failure female students.

The null hypothesis (1.10) stating that "There is no significant difference of anxiety between failure male and failure female of academic achievement students" is rejected.

**1.11 :** To study the significant difference of anxiety between success male and failure male students.

Anxiety test was administered on 150 success male and 150 failure male Intermediate students.

The Table 4.11 shows the mean, S.D. and critical ratio of anxiety between success male and failure male Intermediate students.

**Table 4.11 :** Showing the Mean, S.D. and Critical Ratio of anxiety between success male and failure male Intermediate students.

Different Areas of Anxiety	Success Male			Failure Male			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	150	3.61	2.17	150	4.42	2.25	3.17 < .01
b. Psychological manifestation	150	3.81	1.91	150	3.86	1.99	.22 > .05
c. Family anxieties	150	3.92	2.02	150	4.12	2.67	.73 > .05
d. Social approval and relation	150	4.05	2.04	150	4.21	2.21	.65 > .05
e. Worries regarding the success and failure in work	150	4.13	2.21	150	4.24	2.28	.42 > .05
f. Anxieties regarding love and friendship	150	4.12	2.21	150	4.49	2.47	1.37 > .05
g. Health appearance and injury	150	3.83	2.64	150	4.06	2.63	.76 > .05
h. Academic and vocational worries	150	4.61	2.10	150	3.94	2.53	2.50 < .05
i. Worries regarding future	150	3.81	2.31	150	3.74	2.33	.26 > .05
j. Guilt and shame	150	3.83	2.23	150	3.32	2.30	1.94 > .05
Total	150	39.71	12.40	150	39.70	12.24	.01 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.11 shows that success male students have relatively high anxiety in different areas as academic and vocational worries (mean 4.61), and guilt and shame (mean 3.83). But failure male students have also relatively high anxiety in different areas as physiological manifestation (mean 4.42), psychological manifestation (mean 3.86), family anxieties (mean 4.12), social approval and relation (mean 4.21), worries regarding the success and failure in work (mean 4.24), anxieties regarding love and friendship (mean 4.49), health appearance and injury (mean 4.06). It shows success male students have high anxiety (mean 39.71).

To see the significant difference of anxiety between success male and failure male Intermediate students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.11 that there is significant difference of physiological manifestation between success male and failure male Intermediate students (critical ratio found 3.17, which is significant at .01 level). There is also significant difference of the academic and vocational worries between success male and failure male Intermediate students (critical ratio found 2.50, which is significant at .05 level).

Thus the failure male students have significantly high physiological manifestation than success male students. It shows that the success male students have significantly high academic and vocational worries than failure male students. The null hypothesis (1.11) stating that "There is no significant difference of anxiety between success male and failure male of academic achievement students" is rejected.

**1.12 : To study the significant difference of anxiety between success female and failure female students.**

Anxiety test was administered on 150 success female and 150 failure female Intermediate students. The Table 4.12 shows the mean, S.D. and critical ratio of anxiety between success female and failure female Intermediate students.

The Table 4.12 shows that success female students have relatively high anxiety in different areas as psychological manifestation (mean 3.54), social approval and relation (mean 3.76), academic and vocational worries (mean 3.82), and guilt and shame (mean 3.57). But failure female students have also relatively high anxiety in different areas as physiological manifestation (mean 4.15), family anxieties (mean 3.59), worries regarding the success and failure in work (mean 3.84), anxieties regarding love and friendship (mean 3.48), health appearance and injury (mean 3.41)

**Table 4.12 :** Showing the Mean, S.D. and Critical Ratio of anxiety between success female and failure female Intermediate students.

Different Areas of Anxiety	Success Female			Failure Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	150	3.59	2.27	150	4.15	2.49	2.02 < .05
b. Psychological manifestation	150	3.54	2.46	150	3.09	2.07	1.71 > .05
c. Family anxieties	150	3.20	2.30	150	3.59	2.09	1.54 > .05
d. Social approval and relation	150	3.76	2.41	150	3.5	2.15	1.00 > .05
e. Worries regarding the success and failure in work	150	3.57	2.13	150	3.84	2.11	1.10 > .05
f. Anxieties regarding love and friendship	150	2.87	2.20	150	3.48	2.14	2.44 < .05
g. Health appearance and injury	150	2.83	2.33	150	3.41	2.36	2.14 < .05
h. Academic and vocational worries	150	3.82	2.49	150	3.79	2.62	.10 > .05
i. Worries regarding future	150	2.95	2.39	150	3.73	2.62	2.69 < .01
j. Guilt and shame	150	3.57	2.83	150	3.25	2.31	1.07 > .05
Total	150	33.69	13.82	150	35.81	8.84	1.58 > .05

Significant level at .01 - 2.61  
.05 - 1.98

and worries regarding future (mean 3.73). It shows failure female students have high anxiety (mean 35.81).

To see the significant difference of anxiety between success female and failure female Intermediate students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.12 that there is significant difference of the physiological manifestation between success female and failure female Intermediate students (critical ratio found 2.02, which is significant at .05 level). There is also significant difference of the anxieties regarding love and friendship between success female and failure female Intermediate students (critical ratio found 2.44, which is significant of .05 level).

There is significant difference of the health appearance and injury between success female and failure female students (critical ratio found 2.14, which is significant at .05 level). There is significant difference of the worries regarding future between success female and failure female students (critical ratio found 2.69, which is significant at .01 level).

Thus the failure female students have significantly high physiological manifestation, anxieties regarding love and friendship, health appearance and injury and worries regarding future than success female students. It shows that the success female students have significantly high physiological manifestation than failure

female students. The null hypothesis (1.12), stating that, "There is no significant difference of anxiety between success female and failure female of academic achievement students" is rejected.

**1.13 : To study the significant difference of anxiety between success and failure of academic achievement students.**

Anxiety test was administered on 300 success and 300 failures Intermediate students. The Table 4.13 shows the mean, S.D. and Critical ratio of anxiety between success and failure Intermediate students.

The Table 4.13 shows that success students have relatively high anxiety in different areas as psychological manifestation (mean 3.68), Social approval and relation (mean 3.91), academic and vocational worries (mean 4.22) and guilt & shame (mean 3.70). But failure students have also relatively high anxiety in different areas as physiological manifestation (mean 4.29), family anxieties (mean 3.86), worries regarding the success and failure in work (mean 4.04), anxieties regarding love and friendship (mean 3.99), health appearance and injury (mean 3.74) and worries regarding future (mean 3.74). It shows failure students have high anxiety (mean 37.76).

To see the significant difference of anxiety between success and failure Intermediate students, the critical ratio was

**Table 4.13 :** Showing the Mean, S.D. and Critical Ratio of anxiety between success and failure Intermediate students.

Different Areas of Anxiety	Success			Failure			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Physiological manifestation	300	3.60	2.22	300	4.29	2.38	3.67 < .01
b. Psychological manifestation	300	3.68	2.21	300	3.48	1.99	1.17 > .05
c. Family anxieties	300	3.56	2.19	300	3.86	2.41	1.60 > .05
d. Social approval and relation	300	3.91	2.24	300	3.86	2.21	.28 > .05
e. Worries regarding the success and failure in work	300	3.85	2.19	300	4.04	2.21	1.06 > .05
f. Anxieties regarding love and friendship	300	3.50	2.29	300	3.99	2.37	2.58 < .05
g. Health appearance and injury	300	3.33	2.55	300	3.74	2.52	1.98 < .05
h. Academic and vocational worries	300	4.22	2.34	300	3.87	2.58	1.74 > .05
i. Worries regarding future	300	3.38	2.39	300	3.74	2.48	1.81 > .05
j. Guilt and shame	300	3.70	2.55	300	3.29	2.31	2.06 < .05
Total	300	36.70	13.47	300	37.76	10.85	.75 > .05

Significant level at .01 - 2.61  
.05 - 1.98

calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 598. It may be observed from Table 4.13 that there is significant

difference of the Physiological manifestation between success and failure Intermediate students (critical ratio found 3.67, which is significant at .01 level). There is significant difference of anxieties regarding love and friendship between success and failure Intermediate students (critical ratio found 2.58, which is significant at .05 level). There is significant difference of health appearance and injury between success and failure Intermediate students (critical ratio found 1.98, which is significant at .05 level). There is also significant difference of guilt and shame between success and failure Intermediate students (critical ratio found 2.06, which is significant at .05 level).

Thus the failure students have significantly high Physiological manifestation and anxieties regarding love and friendship and health appearance and injury than success students. It shows success students have significantly high guilt and shame than failure students. The null hypothesis (1.13) stating that "There is no significant difference of anxiety between success and failure of academic achievement students" is rejected.

## **PART- B**

**Overall comparison of different personality factors between male and female of success and failures of academic achievement.**

In this section an attempt has been made to study and compare the different personality factors of male and female success and failures Intermediate students.

**2.01 : To study the significant difference of different personality factors between success male art and success male science students.**

Personality test was administered on 75 male art and 75 male science Intermediate passed students. The Table 4.14 shows the mean, S.D. and critical ratio of different personality factors between male art and male science Intermediate success students.

The Table 4.14 shows that success male art students have relatively high personality in different areas as psychoticism (mean 5.21), dogmatism (mean 5.8), Alienation (mean 5.72), emotional Instability (mean 4.16), self confidence (mean 6.01), empathy (mean 6.96) and dominance (mean 5.51). But success male science students have also relatively high personality in different areas as social desirability (mean 6.64), extraversion (mean 6.04). The table shows that success male art and success male science students have similar personality in ego-ideal area (mean 5.69).

To see the significant difference of personality factors between male art and male science Intermediate success students, The critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.14 that there is significant difference of the self confidence between male art and male science Intermediate success students (critical ratio

**Table 4.14 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male art and male science success Intermediate students.

Different Areas of Personality	Success Male Art			Success Male Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	6.16	2.06	75	6.64	1.87	1.49 > .05
b. Extraversion	75	5.57	2.05	75	6.08	2.00	1.54 > .05
c. Psychoticism	75	5.21	2.33	75	5.16	2.26	.13 > .05
d. Dogmatism	75	5.80	2.38	75	5.47	2.18	.89 > .05
e. Ego-ideal	75	5.69	2.37	75	5.69	2.61	-
f. Alienation	75	5.72	2.13	75	5.19	2.88	1.28 > .05
g. Emotional instability	75	4.16	2.37	75	3.80	2.57	.89 > .05
h. Self confidence	75	6.01	2.53	75	5.03	2.79	2.25 < .05
i. Empathy	75	6.96	2.39	75	4.79	2.86	5.04 < .01
j. Dominance	75	5.51	2.42	75	4.80	2.75	1.69 > .05

Significant level at .01 - 2.61  
.05 - 1.98

found 2.25, which is significant at .05 level). There is also significant difference the empathy between male art and male science Intermediate success students (critical ratio found 5.04, which is significant at .01 level).

Thus the success art male students have significantly high self confidence and empathy than male science students. The null hypothesis (2.01) stating that "There is no significant difference of personality factors between success male art and success male science of academic achievement students" is rejected.

**2.02 : To study the significant difference of different personality factors between success female art and success female science students.**

Personality test was administered on 75 female art and 75 female science Intermediate passed students. The Table 4.15 shows the mean, S.D. and Critical ratio of different personality factors between female art and female science Intermediate success students.

The Table 4.15 shows that the female art students have relatively high personality in different areas as social desirability (mean 7), extraversion (mean 5.92), psychoticism (mean 5.64), Dogmatism (5.83), Alienation (mean 6.37), emotional Instability (mean 5.21) and empathy (mean 6.41). But female science students have also relatively high personality in different areas as ego ideal (mean 6.56), self confidence (mean 6.19), Dominance (mean 5.99).

**Table 4.15 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between female art and female science success Intermediate success Students.

Different Areas of Personality	Success Female Art			Success Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	7.00	1.83	75	6.35	2.22	1.97 > .05
b. Extraversion	75	5.92	2.38	75	5.51	2.65	1.00 > .05
c. Psychoticism	75	5.64	2.44	75	5.24	2.07	1.08 > .05
d. Dogmatism	75	5.83	2.04	75	5.51	2.18	.93 > .05
e. Ego-ideal	75	6.17	2.29	75	6.56	2.43	2.05 < .05
f. Alienation	75	6.37	2.35	75	5.89	2.40	1.23 > .05
g. Emotional instability	75	5.21	2.28	75	4.28	2.34	2.47 < .05
h. Self confidence	75	6.05	2.64	75	6.19	2.68	.32 > .05
i. Empathy	75	6.41	2.51	75	6.29	2.92	.27 > .05
j. Dominance	75	5.81	2.56	75	5.99	2.44	.44 > .05

Significant level at .01 - 2.61  
.05 - 1.98

To see the significant difference of different personality factors between female art and female science Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table

4.15 that there is significant difference of the ego-ideal between female art and female science Intermediate success students (critical ratio found 2.05, which is significant at .05 level). There is significant difference of the emotional instability between female art and female science Intermediate success students (critical ratio found 2.47).

Thus the success female art students have significantly high the emotional intability. It shows that female science students have significantly high ego-ideal than success female art students. The null hypothesis (2.02) stating that "There is no significant difference of personality between success female art and success female science of academic achievement students." is rejected.

**2.03 :** To study the significant difference of different personality factors between success male art and success female art students.

Personality test was administered on 75 male art and 75 female art Intermediate passed students. The Table 4.16 shows the mean, S.D. and critical ratio of different personality factors between male art and female art Intermediate success students.

**Table 4.16 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male art and female art Intermediate success students.

Different Areas of Personality	Success Male Art			Success Female Art			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	6.16	2.06	75	7.00	1.83	2.63 < .01
b. Extraversion	75	5.57	2.05	75	5.92	2.38	.96 > .05
c. Psychoticism	75	5.21	2.33	75	5.64	2.44	1.11 > .05
d. Dogmatism	75	5.80	2.38	75	5.83	2.04	.08 > .05
e. Ego-ideal	75	5.69	2.37	75	6.17	2.29	1.26 > .05
f. Alienation	75	5.72	2.13	75	6.37	2.35	1.78 > .05
g. Emotional instability	75	4.16	2.37	75	5.21	2.28	2.76 < .01
h. Self confidence	75	6.01	2.53	75	6.05	2.64	.09 > .05
i. Empathy	75	6.96	2.39	75	6.41	2.51	1.38 > .05
j. Dominance	75	5.51	2.42	75	5.81	2.56	.74 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.16 shows that success male art students have relatively high personality in empathy (mean 6.96). But female art students have also relatively high personality in different areas as social desirability (mean 7), extraversion (mean 5.92), psychoticism (mean 5.64), dogmatism (mean 5.83), ego ideal (mean 6.17), Alienation (mean 6.37), emotional Instability (mean 5.21), self confidence (mean 6.05) and dominance (mean 5.81).

To see the significant difference of different personality factors between male art and female art Intermediate success students, The critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.16 that there is significant difference the social desirability between male art and female art Intermediate success students (critical ratio found 2.63, which is significant at .01 level). There is significant difference of the emotional instability between male art and female art Intermediate success students (critical ratio found 2.76, which is significant at .01 level).

Thus the success female art students have significantly high in social desirability and emotional instability than the success male art students. The null hypothesis (2.03) stating that "There is no significant difference of different personality factor between success male art and success female art of academic achievement students" is rejected.

**2.04 : To study the significant difference of different personality factors between success male science and success female science students.**

Personality test was administered on 75 male science and 75 female science Intermediate passed students. The Table 4.17

shows the mean, S.D. and critical ratio of different personality factors between male science and female science Intermediate success students.

**Table 4.17 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male science and female science Intermediate success students.

Different Areas of Personality	Success Male Science			Success Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	6.64	1.87	75	6.35	2.22	.86 > .05
b. Extraversion	75	6.08	2.00	75	5.51	2.65	1.49 > .05
c. Psychoticism	75	5.16	2.26	75	5.24	2.07	.23 > .05
d. Dogmatism	75	5.47	2.18	75	5.51	2.18	.11 > .05
e. Ego-ideal	75	5.69	2.61	75	6.56	2.43	2.11 < .05
f. Alienation	75	5.19	2.88	75	5.89	2.40	1.61 > .05
g. Emotional instability	75	3.8	2.57	75	4.28	2.34	1.20 > .05
h. Self confidence	75	5.03	2.79	75	6.19	2.68	2.59 < .05
i. Empathy	75	4.79	2.86	75	6.29	2.92	3.18 < .01
j. Dominance	75	4.80	2.75	75	5.99	2.44	2.81 < .01

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.17 shows that success male science students have relatively high personality in different areas as social

desirability (mean 6.64) and extraversion (mean 6.08). But success female science students have also relatively high personality in different areas as psychoticism (mean 5.24), dogmatism (mean 5.51), ego ideal (mean 6.56), Alienation (mean 5.89), emotional instability (mean 4.28), self confidence (mean 6.19), empathy (mean 6.29) and dominance (mean 5.99).

To see the significant difference of different personality factors between male science and female science Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.17 that there is significant difference of ego ideal between the male science and female science Intermediate success students (critical ratio found 2.11, which is significant at .05 level). There is significant difference of self confidence between the male science and female science Intermediate success students (critical ratio found 2.59, which is significant at .05 level). There is significant difference of the empathy between male science and female science Intermediate success students (critical ratio found 3.18, which is significant at .01 level). There is also significant difference of the dominance between the male science and female science Intermediate success students (critical ratio

found 2.81, which is significant at .01 level).

Thus the success female science students have significantly high the ego-ideal, self-confidence, empathy, dominance than success male science students. The null hypothesis (2.04) stating that "There is no significant difference of different personality factors between success male science and success female science of academic achievement students" is rejected.

**2.05 : To study the significant difference of different personality factors between failure male art and failure male science students.**

Personality test was administered on 75 male art and 75 male science Intermediate failure students. The Table 4.18 shows the mean, S.D. and critical ratio of different personality factors between the male art and male science Intermediate failure students.

The Table 4.18 shows that failure male art students have relatively high personality in different areas as social desirability (mean 6.51), alienation (mean 4.92), emotional instability (mean 4.59), self confidence (mean 4.95), empathy (mean 5) and dominance (mean 4.25). But male science students have also relatively high personality in different areas as extraversion (mean

**Table 4.18 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male art and male science failure Intermediate students.

Different Areas of Personality	Failure Male Art			Failure Male Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	6.51	2.09	75	6.28	2.25	.65 > .05
b. Extraversion	75	4.48	2.00	75	5.44	2.52	2.59 < .05
c. Psychoticism	75	5.17	2.19	75	5.20	2.51	.08 > .05
d. Dogmatism	75	4.93	2.63	75	5.03	2.64	.23 > .05
e. Ego-ideal	75	4.99	2.64	75	5.35	2.74	.82 > .05
f. Alienation	75	4.92	2.47	75	4.43	2.71	1.16 > .05
g. Emotional instability	75	4.59	2.62	75	4.40	2.76	.43 > .05
h. Self confidence	75	4.95	2.85	75	4.53	2.82	.91 > .05
i. Empathy	75	5.00	2.85	75	4.79	2.71	.46 > .05
j. Dominance	75	4.25	2.40	75	4.08	2.56	.42 > .05

Significant level at .01 - 2.61  
.05 - 1.98

5.44), psychoticism (mean 5.2), dogmatism (mean 5.03) and ego-ideal (mean 5.35).

To see the significant difference of different personality factors between male art and male science Intermediate failure students, the critical ratio was calculated. The critical ratio value

required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.18 that there is significant difference of extraversion between male art and male science Intermediate failure students (critical ratio found 2.59, which is significant at .05 level).

Thus the failure male science students have significantly high extraversion than failure male art students. The null hypothesis (2.05) stating that "There is no significant difference of different personality factors between failure male art and failure male science of academic achievement students" is rejected.

**2.06 : To study the significant difference of different personality factors between failure female art and failure female science students.**

Personality test was administered on 75 female art and 75 female science Intermediate failure students. The Table 4.19 shows the mean, S.D. and critical ratio of different personality factors between female art and female science Intermediate failure students.

**Table 4.19 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between female art and female science Intermediate failure students.

Different Areas of Personality	Failure Female Art			Failure Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	6.51	2.19	75	6.13	2.51	.99 > .05
b. Extraversion	75	4.55	2.84	75	4.01	2.61	1.21 > .05
c. Psychoticism	75	4.96	2.41	75	5.16	2.37	.51 > .05
d. Dogmatism	75	4.69	2.53	75	4.24	2.34	1.13 > .05
e. Ego-ideal	75	5.39	2.58	75	4.83	2.31	1.40 > .05
f. Alienation	75	4.77	2.57	75	4.44	2.35	.82 > .05
g. Emotional instability	75	4.37	2.41	75	4.61	2.37	.62 > .05
h. Self confidence	75	4.47	2.83	75	4.37	2.50	.23 > .05
i. Empathy	75	4.83	2.88	75	4.44	2.95	.82 > .05
j. Dominance	75	4.63	2.96	75	3.91	2.79	1.53 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.19 shows that female art students have relatively high personality in different areas as social desirability (mean 6.51), extraversion (mean 4.55), dogmatism (mean 4.69), ego-ideal (mean 5.39), alienation (mean 4.77), self confidence (mean 4.47), empathy (mean 4.83) and dominance (mean 4.63). But

female science students have also relatively high personality in different areas as psychoticism (mean 5.16) and emotional instability (mean 4.61).

To see the significant difference of different personality factors between female art and female science Intermediate failure students, The critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.19 that there is no significant difference in different personality factors between female art and female science Intermdiate failure students.

Thus the failure female art and failure female science students have no high personality. The null hypothesis (2.06) stating that "There is no significant difference of different personality factors between failure female art and failure female science of academic achievement students" is selected.

**2.07 : To study the significant difference of different personality factors between failure male art and failure female art students.**

Personality test was administered on 75 male art and 75 female art Intermediate failure students. The Table 4.20 shows the

mean S.D. and critical ratio of different personality factors between male art and female art Intermediate failure students.

**Table 4.20 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male art and female art failure Intermediate students.

Different Areas of Personality	Failure Male Art			Failure Female Art			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	6.51	2.09	75	6.51	2.19	-
b. Extraversion	75	4.48	2.00	75	4.55	2.84	.17 > .05
c. Psychoticism	75	5.17	2.19	75	4.96	2.41	.56 > .05
d. Dogmatism	75	4.93	2.63	75	4.69	2.53	.57 > .05
e. Ego-ideal	75	4.99	2.64	75	5.39	2.58	.94 > .05
f. Alienation	75	4.92	2.47	75	4.77	2.57	.36 > .05
g. Emotional instability	75	4.59	2.62	75	4.37	2.41	.54 > .05
h. Self confidence	75	4.95	2.85	75	4.47	2.83	1.03 > .05
i. Empathy	75	5.00	2.85	75	4.83	2.88	.36 > .05
j. Dominance	75	4.25	2.40	75	4.63	2.96	.86 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.20 shows that failure male art students have relatively high personality in different areas as psychoticism (mean 5.17), dogmatism (mean 4.93), Alienation (4.92), emotional

instability (mean 4.59), self confidence (mean 4.95) and empathy (mean 5.00). The table shows that male art students and female art students have similar personality in social desirability (mean 5.51). But female art students also relatively high personality in different areas as extraversion (mean 4.55), ego-ideal (mean 5.39) and dominance (mean 4.63).

To see the significant difference of different personality factors between male art and female art Intermediate failure students the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.20 that there is no significant difference between male art and female art Intermediate failure students.

Thus the failure male art and failure female art students have no significantly different personality. The null hypothesis (2.07) stating that "There is no significant difference of different personality factors between failure male art and failure female art of academic achievement students" is selected.

**2.08 :** To study the significant difference of different personality factors between failure male science and failure female science students.

Personality test was administered on 75 male science and 75 female science Intermediate failure students. The Table 4.21 shows the mean, S.D. and critical ratio of different personality factors between male science and female science Intermediate failure students.

**Table 4.21 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male science and female science Intermediate failure students.

Different Areas of Personality	Failure Male Science			Failure Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	75	6.28	2.25	75	6.13	2.51	.38 > .05
b. Extraversion	75	5.44	2.52	75	4.01	2.61	3.40 < .01
c. Psychoticism	75	5.20	2.51	75	5.16	2.37	.10 > .05
d. Dogmatism	75	5.03	2.64	75	4.24	2.34	1.94 > .05
e. Ego-ideal	75	5.35	2.74	75	4.83	2.31	1.26 > .05
f. Alienation	75	4.43	2.71	75	4.44	2.35	.02 > .05
g. Emotional instability	75	4.40	2.76	75	4.61	2.37	.50 > .05
h. Self confidence	75	4.53	2.82	75	4.37	2.50	.37 > .05
i. Empathy	75	4.79	2.71	75	4.44	2.95	.76 > .05
j. Dominance	75	4.08	2.56	75	3.91	2.79	.39 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.21 shows that failure male science students have relatively high personality in different areas as social desirability (mean 6.28), extraversion (mean 5.44), psychoticism (mean 5.20), dogmatism (mean 5.03), ego-ideal (mean 5.35), self confidence (mean 4.53), empathy (mean 4.79) and dominance (mean 4.08). But failure female science students have also relatively high personality in different areas as Alienation (mean 4.44) and emotional instability (mean 4.61).

To see the significant difference of different personality factors between male science and female science Intermediate failure students the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.21 that there is significant difference the extraversion between male science and female science Intermediate failure students (critical ratio found 3.40, which is significant at .01 level).

Thus the failure male science student have significantly high extraversion than failure female science students. The null hypothesis (2.08) stating that "There is no significant difference of different personality factors between failure male science and failure female science of academic achievement students" is rejected.

**2.09 :** To study the significant difference of different personality factors between success male and success female students.

Personality test was administered on 150 male and 150 female Intermediate success students. The Table 4.22 shows the mean, S.D. and critical ratio of different personality factors between male and female Intermediate success students.

**Table 4.22 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male and female Intermediate success students.

Different Areas of Personality	Success Male			Success Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	150	6.40	1.98	150	6.68	2.06	.12 > .05
b. Extraversion	150	5.83	2.04	150	5.72	2.53	.41 > .05
c. Psychoticism	150	5.19	2.30	150	5.44	2.27	.95 > .05
d. Dogmatism	150	5.60	2.29	150	5.67	2.12	.27 > .05
e. Ego-ideal	150	5.69	2.49	150	6.37	2.37	2.42 < .05
f. Alienation	150	5.46	2.55	150	6.13	2.39	2.35 < .05
g. Emotional instability	150	3.98	2.48	150	4.75	2.36	2.75 < .01
h. Self confidence	150	5.52	2.71	150	6.12	2.66	1.94 > .05
i. Empathy	150	5.88	2.85	150	6.35	2.72	1.46 > .05
j. Dominance	150	5.16	2.61	150	5.90	2.50	2.51 < .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.22 shows that success male students have relatively high personality the extraversion (mean 5.83). But female students have also relatively high personality in different areas as social desirability (mean 6.68), Psychoticism (mean 5.44), dogmatism (mean 5.67), ego-ideal (mean 6.37), Alienation (mean 6.13), emotional instability (mean 4.75), self confidence (mean 6.12), empathy (mean 6.35) and dominance (5.90).

To see the significant difference of different personality factors between male and female Intermediate success students the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.22 that there is significant difference the ego-ideal between male and female Intermediate success students (critical ratio found 2.42, which is significant at .05 level). There is significant difference of the alienation between male and female Intermediate success students (critical ratio found 2.35, which is significant at .05 level). There is significant difference of the emotional instability between male and female Intermediate success students (critical ratio found 2.75, which is significant at .01 level). There is also significant difference of the dominance between male and female Intermediate success students (critical ratio found 2.51, which is significant at .05 level).

Thus success female students have significantly high the ego-ideal, alienation, emotional instability and dominance than the male Intermediate success students. The null hypothesis (2.09) stating that "There is no significant difference of different personality factors between success male and success female of academic achievement student" is rejected.

**2.10 : To study the significant difference of different personality factors between failure male and failure female students.**

Personality test was administered on 150 male and 150 female Intermediate failure students. The Table 4.23 shows the mean, S.D. and Critical ratio of different personality factors between male and female failure Intermediate students.

The Table 4.23 shows that failure male students have relatively high personality in different areas as social desirability (mean 6.40), extraversion (mean 4.96), psychoticism (mean 5.19), alienation (mean 4.68), emotional instability (mean 4.50), self confidence (mean 4.74), empathy (mean 4.90) and dominance (mean 4.17).

To see the significant difference of different personality factors between male and female Intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.23 that

**Table 4.23 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between male and female Intermediate failure students.

Different Areas of Personality	Failure Male			Failure female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	150	6.40	2.17	150	6.32	2.36	.31 > .05
b. Extraversion	150	4.96	2.32	150	4.28	2.74	2.32 < .05
c. Psychoticism	150	5.19	2.36	150	5.06	2.39	.47 > .05
d. Dogmatism	150	4.98	2.64	150	4.47	2.45	1.73 > .05
e. Ego-ideal	150	5.17	2.70	150	5.11	2.46	.20 > .05
f. Alienation	150	4.68	2.60	150	4.61	2.47	.24 > .05
g. Emotional instability	150	4.50	2.69	150	4.47	2.39	.10 > .05
h. Self confidence	150	4.74	2.84	150	4.42	2.67	1.01 > .05
i. Empathy	150	4.90	2.78	150	4.64	2.92	.79 > .05
j. Dominance	150	4.17	2.48	150	4.27	2.90	.32 > .05

Significant level at .01 - 2.61  
.05 - 1.98

there is significant difference of the extraversion between male and female Intermediate failure students. (Critical ratio found 2.32, which is significant at .05 level).

Thus failure male students have significantly high personality the extraversion than failure female students. The null

hypothesis (2.10) stating that "There is no significant difference of different personality factors between failure male and failure female academic achievement students" is rejected.

**2.11 : To study the significant difference of different personality factors between success male and failure male students.**

Personality test was administered on 150 success male and 150 failure male Intermediate students. The Table 4.24 shows the mean S.D. and critical ratio of different personality factors between success male and failure male intermediate students.

The Table 4.24 shows that success male students have relatively high personality in different areas as the extraversion (mean 5.83), dogmatism (mean 5.60), ego-ideal (mean 5.69), alienation (mean 5.46) self confidence (mean 5.52), empathy (mean 5.88), and dominance (mean 5.16). The table shows that success male and failure male students have relatively similar personality in two areas as social desirability (mean 6.40) and psychotism (5.19). But failure male students have also relatively high personality as the emotional instability (mean 4.50).

To see the significant difference of different personality factors between success male and failure male Intermediate students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of

**Table 4.24 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between success male and failure male Intermediate students.

Different Areas of Personality	Success Male			Failure Male			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	150	6.40	1.98	150	6.40	2.17	-
b. Extraversion	150	5.83	2.04	150	4.96	2.32	3.45 < .01
c. Psychoticism	150	5.19	2.30	150	5.19	2.36	-
d. Dogmatism	150	5.60	2.29	150	4.98	2.64	2.17 < .05
e. Ego-ideal	150	5.69	2.49	150	5.17	2.70	1.73 > .05
f. Alienation	150	5.46	2.55	150	4.68	2.60	2.62 < .01
g. Emotional instability	150	3.98	2.48	150	4.50	2.69	1.74 > .05
h. Self confidence	150	5.52	2.71	150	4.74	2.84	2.44 < .05
i. Empathy	150	5.88	2.85	150	4.90	2.78	3.01 < .01
j. Dominance	150	5.16	2.61	150	4.17	2.48	3.37 < .01

Significant level at .01 - 2.61  
.05 - 1.98

a freedom 298. It may be observed from Table 4.24 that there is significant difference of the extraversion between success male and failure male Intermediate students (critical ratio found 3.45, which is significant at .01 level). There is significant difference of the dogmatism between success male and failure male Intermediate students (critical

ratio found 2.17, which is significant at .05 level). There is also significant difference of the alienation between success male and failure male Intermediate students (critical ratio found 2.62, which is significant at .01 level). There is significant difference of self-confidence between success male and failure male students (critical ratio found 2.44, which is significant at .05 level). There is significant difference the empathy between success male and failure male Intermediate students (critical ratio found 3.01 which is significant at .01 level). There is also significant difference of the dominance between success male and failure male Intermediate students (critical ratio found 3.37, which is significant at .01 level).

Thus the success male students have significantly high personality the extraversion, dogmatism, alienation, self-confidence, empathy and dominance than failure male students. The null hypothesis (2.11) stating that "There is no significant difference of different personality factors between success male and failure male of academic achievement students" is rejected.

**2.12 : To study the significant difference of different personality factors between success female and failure female students.**

Personality test was administered on 150 success female and 150 failure female Intermediate students. The table 4.25 shows the mean, S.D. and critical ratio of different personality factors between success female and failure female Intermediate students.

**Table 4.25 :** showing the Mean, S.D. and Critical Ratio of different personality factors between success female and failure female intermediate students.

Different Areas of Personality	Success Female			Failure Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	150	6.68	2.06	150	6.32	2.36	1.41 > .05
b. Extraversion	150	5.72	2.53	150	4.28	2.74	4.73 < .01
c. Psychoticism	150	5.44	2.27	150	5.06	2.39	1.41 > .05
d. Dogmatism	150	5.67	2.12	150	4.47	2.45	4.54 < .01
e. Ego-ideal	150	6.37	2.37	150	5.11	2.46	4.52 < .01
f. Alienation	150	6.13	2.39	150	4.61	2.47	5.42 < .01
g. Emotional instability	150	4.75	2.36	150	4.47	2.39	1.02 > .05
h. Self confidence	150	6.12	2.66	150	4.42	2.67	5.52 < .01
i. Empathy	150	6.35	2.72	150	4.64	2.92	5.25 < .01
j. Dominance	150	5.90	2.50	150	4.27	2.90	5.21 < .01

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.25 shows that success female students have relatively high personality in different areas as social desirability (mean 6.68), extraversion (mean 5.72), psychoticism (mean 5.44), dogmatism (mean 5.67), ego-ideal (mean 6.37), Alienation (mean 6.13), emotional instability (mean 4.75), self confidence

(mean 6.12), empathy (mean 6.35) and dominance (mean 5.90).

To see the significant difference of different personality factors between success female and failure female Intermediate students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.25 that there is significant difference of the extraversion between success female and failure female Intermediate students (critical ratio found 4.73, which is significant at .01 level). There is significant difference of the dogmatism between success female and failure female Intermediate students (critical ratio found 4.54, which is significant at .01 level). There is significant difference of the ego-ideal between success female and failure female Intermediate students (critical ratio found 4.52, which is significant at .01 level). There is significant difference of the alienation between success female and failure female Intermediate students (critical ratio found 5.42, which is significant at .01 level). There is significant difference of the self confidence between success female and failure female Intermediate students (critical ratio found 5.52, which is significant at .01 level). There is significant difference the empathy between success female and failure female Intermediate students (critical ratio found 5.25, which is significant at .01 level). There is

also significant difference of the dominance between success female and failure female Intermediate students, (critical ratio found 5.21, which is significant at .01 level).

Thus the success female students have significant high personality extraversion, dogmatism, ego-ideal, alienation, self-confidence, empathy, and dominance than failure female students. The null hypothesis (2.12) stating that "There is no significant difference of different personality factors between success female and failure female of academic achievement students" is rejected.

**2.13 : To study the significant difference of different personality factors between success and failure students.**

Personality test was administered on 300 success and 300 failure Intermediate students. The Table 4.26 shows the mean, S.D. and critical ratio of different personality factors between success and failure Intermediate students.

The Table 4.26 shows that success students have relatively high personality in different areas as social desirability (mean 6.54), extraversion (mean 5.78), psychoticism (mean 5.32), dogmatism (mean 5.64), ego-ideal (mean 6.03), alienation (mean 5.80), self confidence (mean 5.82), empathy (mean 6.12) and dominance (mean 5.53). But failure students have also relatively high personality the emotional instability (mean 4.49).

**Table 4.26 :** Showing the Mean, S.D. and Critical Ratio of different personality factors between success and failure Intermediate students.

Different Areas of Personality	Success			Failure			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Social desirability	300	6.54	2.03	300	6.36	2.27	1.02 > .05
b. Extraversion	300	5.78	2.30	300	4.62	2.56	5.84 < .01
c. Psychoticism	300	5.32	2.29	300	5.13	2.38	1.00 > .05
d. Dogmatism	300	5.64	2.21	300	4.73	2.56	4.66 < .01
e. Ego-ideal	300	6.03	2.45	300	5.14	2.58	4.34 < .01
f. Alienation	300	5.80	2.49	300	4.65	2.54	5.60 < .01
g. Emotional instability	300	4.37	2.44	300	4.49	2.54	.59 > .05
h. Self confidence	300	5.82	2.70	300	4.58	2.76	5.56 < .01
i. Empathy	300	6.12	2.80	300	4.77	2.85	5.85 < .01
j. Dominance	300	5.53	2.58	300	4.22	2.70	6.08 < .01

Significant level at .01 - 2.61  
.05 - 1.98

To see the significant difference of different personality factors between success and failure Intermediate students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 598. It may be observed from Table 4.26 that there is significant difference

of the extraversion between success and failure Intermediate students (critical ratio found 5.84, which is significant at .01 level). There is significant difference of the dogmatism between success and failure Intermediate students (critical ratio found 4.66, which is significant at .01 level). There is significant difference of the ego-ideal between success and failure Intermediate students (critical ratio found, 4.34 which is significant at .01 level). There is significant difference of the alienation between success and failure Intermediate students (critical ratio found 5.60, which is significant at .01 level). There is significant difference of the self confidence between success and failure Intermediate students (critical ratio found 5.56, which is significant at .01 level). There is significant difference of the empathy between success and failure Intermediate students (critical ratio found 5.85. which is significant at .01 level). There is also significant difference of the dominance between success and failure Intermediate students (critical ratio found 6.08, which is significant at .01 level).

Thus the success students have significantly high personality as extraversion, dogmatism, ego-ideal, alienation, self-confidence, empathy and dominance than failure students. The null hypothesis (2.13) stating that "There is no significant difference of different personality factors between success and failure of academic achievement students" is rejected.

## PART- C

**Overall comparison of mental health between male and female of success and failures of academic achievement.**

In this section an attempt has been made to study and compare the mental health of male and female success and failure Intermediate students.

**3.01 : To study the significant difference of mental health between success male art and success male science students.**

Mental health test was administered on 75 male art and 75 male science Intermediate success students. The Table 4.27 shows the mean, S.D. and Critical ratio of mental health between male art and male science Intermediate success students.

The Table 4.27 shows that success male art students have relatively high mental health in two areas as realistic (mean 33.27) and joyful living (mean 34.04). But success male science students have also relatively high mental health in different areas as autonomy (mean 36.01), emotional stability (mean 31.87) and social maturity (mean 33.16). It also shows that male science students have relatively high mental health (mean 166.35).

-To see the significant difference of mental health between male art and male science Intermediate success students, the critical ratio was calculated. The critical ratio value required to

**Table 4.27 :** Showing the Mean, S.D. and Critical Ratio of mental health between male art and male science success Intermediate students.

Different Areas of Mental Health	Success Male Art			Success Male Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	33.27	6.96	75	31.59	6.87	1.49 > .05
b. Joyful living	75	34.04	6.73	75	33.72	7.58	.27 > .05
c. Autonomy	75	33.88	8.19	75	36.01	6.78	1.75 > .05
d. Emotional Stability	75	29.77	7.36	75	31.87	7.92	1.74 > .05
e. Social Maturity	75	30.40	7.38	75	33.16	8.22	2.16 < .05
Total	75	161.36	24.77	75	166.35	21.21	1.32 > .05

Significant level at .01 - 2.61  
.05 - 1.98

be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.27 that there is significant difference of the social maturity between male art and male science Intermediate success students (critical ratio found 2.16, which is significant at .05 level).

Thus male science students have significantly high social maturity than male art students. The null hypothesis (3.01) stating

that there is no significant difference of the mental health between success male art and success male science of academic achievement students" is rejected.

**3.02 : To study the significant difference of mental health between success female art and success female science students.**

Mental health test was administered on 75 female art and 75 female science Intermediate success students. The Table 4.28 shows the mean, S.D. and critical ratio of mental health between female art and female science Intermediate success students.

The Table 4.28 shows that success female art students have relatively high mental health the autonomy (mean 36.03). But female science students have relatively high mental health in different areas as realistic (mean 33.99), Joyful living (mean 35.48), emotional stability (mean 32.09) and social maturity (mean 33.99). It shows female science students have relatively high mental health (mean 171.2).

To see the significant difference of mental health between female art and female science Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table

**Table 4.28 :** Showing the Mean, S.D. and Critical Ratio of mental health between female art and female science Intermediate success students.

Different Areas of Mental Health	Success Female Art			Success Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	32.28	5.64	75	33.99	5.10	1.95 > .05
b. Joyful living	75	35.37	7.25	75	35.48	6.22	.10 > .05
c. Autonomy	75	36.03	6.35	75	35.65	7.23	.34 > .05
d. Emotional Stability	75	31.27	7.72	75	32.09	7.66	.65 > .05
e. Social Maturity	75	33.27	5.70	75	33.99	6.32	.73 > .05
Total	75	168.21	19.83	75	171.2	23.79	.84 > .05

Significant level at .01 - 2.61  
.05 - 1.98

4.28 that there is no significant difference of the mental health between female art and female science Intermediate success students.

Thus the null hypothesis (3.02) stating that "There is no significant difference of mental health between success female art and success female science of academic achievement students" is selected.

**3.03 :** To study the significant difference of mental health between success male art and success female art students.

Mental health test was administered on 75 male art and 75 female art Intermediate success students. The Table 4.29 shows the mean, S.D. and critical ratio of mental health between male art and female art Intermediate success students.

**Table 4.29 :** Showing the Mean, S.D. and Critical Ratio of mental health between male art and female art Intermediate success students.

Different Areas of Mental Health	Success Male Art			Success Female Art			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	33.27	6.96	75	32.28	5.64	.96 > .05
b. Joyful living	75	34.04	6.73	75	35.37	7.25	1.17 > .05
c. Autonomy	75	33.88	8.19	75	36.03	6.35	1.79 > .05
d. Emotional Stability	75	29.77	7.36	75	31.27	7.72	1.22 > .05
e. Social Maturity	75	30.40	7.38	75	33.27	5.70	2.66 < .01
Total	75	161.36	24.77	75	168.21	19.83	1.87 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.29 shows that success male art students have relatively high mental health the realistic (mean 33.27). But success female art students have also relatively high mental health in different areas as joyful living (mean 35.37), autonomy (mean 36.03), emotional stability (mean 31.27) and social maturity (mean 33.27). The Table shows that female art students have also relatively high mental health (mean 168.21).

To see the significant difference of mental health between male art and female art Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.29 that there is significant difference of the social maturity between male art and female art Intermediate success students (critical ratio found 2.66, which is significant at .01 level).

Thus the success female art students have significantly high social maturity than the success male art students. The null hypothesis (3.03) stating that "There is no significant difference of mental health between success male art and success female art of academic achievement students." is rejected.

**3.04 : To Study the significant difference of mental health between success male science and success female science students.**

Mental test was administered on 75 male science and 75 female science Intermediate success students. The Table 4.30 shows the mean, S.D. and critical ratio of mental health between male science and female science Intermediate success students.

**Table 4.30 :** Showing the Mean, S.D. and Critical Ratio of mental health between male science and female science Intermediate success students.

Different Areas of Mental Health	Success Male Science			Success Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	31.59	6.87	75	33.99	5.10	2.43 < .05
b. Joyful living	75	33.72	7.58	75	35.48	6.22	1.56 > .05
c. Autonomy	75	36.01	6.78	75	35.65	7.23	.32 > .05
d. Emotional Stability	75	31.87	7.92	75	32.09	7.66	.17 > .05
e. Social Maturity	75	33.16	8.22	75	33.99	6.32	.69 > .05
Total	75	166.35	21.21	75	171.2	23.79	1.32 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.30 shows that the success male science students have relatively high mental health in autonomy (mean 36.01). But success female science students have also relatively high mental health in different areas as realistic (mean 33.99), joyful living (mean 35.48), emotional stability (mean 32.09) and social maturity (mean 33.99). It shows that success female science students have relatively high mental health (mean 171.2).

To see the significant difference of mental health between male science and female science Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.30/ that there is significant difference of the realistic between male science and female science Intermediate success students (critical ratio found 2.43, which is significant at .05 level).

Thus the success female science students have significantly high the realistic than the success male science students. The null hypothesis (3.04) stating, "There is no significant difference of mental health between success male science and success female science of academic achievement students". is rejected.

**3.05 :** To study the significant difference of mental health between failure male art and failure male science students.

Mental health test was administered on 75 male art and 75 male science Intermediate failure students. The Table 4.31 shows the mean, S.D. and critical ratio of mental health between male art and male science Intermediate failure students.

**Table 4.31 :** Showing the Mean S.D. and Critical Ratio of mental health between male art and male science intermediate failure students.

Different Areas of Mental Health	Failure Male Art			Failure Male Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	30.26	7.15	75	29.67	7.30/	.50 > .05
b. Joyful living	75	31.64	8.00	75	31.88	7.89	.18 > .05
c. Autonomy	75	32.93	8.66	75	31.6	8.02	.98 > .05
d. Emotional Stability	75	28.63	7.68	75	31.27	8.42	2.00 < .05
e. Social Maturity	75	28.59	8.06	75	31.65	8.08	2.32 < .05
Total	75	152.05	24.45	75	156.07	26.02	.94 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.31 shows that failure male art students have relatively high mental health in different areas as realistic (mean 30.26) and autonomy (mean 32.93). But failure male science students have also relatively high mental health in different areas as joyful living (mean 31.88), emotional stability (mean 31.27) and social maturity (mean 31.65). It shows that male science students have high mental health (mean 156.07).

To see the significant difference of mental health between male art and male science Intermediate failure students the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.31 that there is significant difference of the emotional stability between male art and male science Intermediate failure students (critical ratio found 2.00 which is significant at .05 level). There is also significant difference of the social maturity between male art and male science Intermediate failure students (critical ratio found 2.32, which is significant at .05 level).

Thus failure male science students have significantly high emotional stability and social maturity than failure male art students. The null hypothesis (3.05) stating that "There is no significant difference of mental health between failure male art and failure male science of academic achievement students" is rejected.

**3.06 : To study the significant difference of mental health between failure female art and failure female science students.**

Mental health test was administered on 75 female art and 75 female science Intermediate failure students. The Table 4.32 shows the mean, S.D. and critical ratio of mental health between female art and female science failure Intermediate students.

**Table 4.32 :** Showing the Mean, S.D. and Critical Ratio of mental health between female art and female science Intermediate failure students.

Different Areas of Mental Health	Failure Female Art			Failure Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	30.47	6.83	75	30.09	6.69	.35 > .05
b. Joyful living	75	33.39	6.87	75	31.52	6.73	1.68 > .05
c. Autonomy	75	34.20	6.02	75	33.12	6.09	1.09 > .05
d. Emotional Stability	75	32.40	8.43	75	30.83	7.85	1.18 > .05
e. Social Maturity	75	31.33	8.22	75	31.52	7.49	.15 > .05
Total	75	161.79	20.01	75	157.01	22.09	1.39 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.32 shows that failure female art students have relatively high mental health in different areas as realistic (mean 30.47), joyful living (mean 33.39), autonomy (mean 34.20) and emotional stability (mean 32.40). But failure female science students have also relatively high mental health in social maturity (mean 31.52). It shows failure female art students have high mental health (mean 161.79).

To see the significant difference of mental health between female art and female science Intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.32 that there is no significant difference of the mental health between female art and female science Intermediate failure students.

Thus failure female art and failure female science students have no high mental health. The null hypothesis (3.06) stating that "There is no significant difference of mental health between failure female art and failure female science of academic achievement students." is selected.

**3.07 :** To study the significant difference of mental health between failure male art and failure female art students.

Mental health test was administered on 75 male art and 75 female art Intermediate failure students. The Table 4.33 shows the mean, S.D. and critical ratio of mental health between male art and female art Intermediate failure students.

**Table 4.33 :** Showing the Mean, S.D. and Critical Ratio of mental health between male art and female art Intermediate failure students.

Different Areas of Mental Health	Failure Male Art			Failure Female Art			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	30.26	7.15	75	30.47	6.83	.18 > .05
b. Joyful living	75	31.64	8.00	75	33.39	6.87	1.43 > .05
c. Autonomy	75	32.93	8.66	75	34.20	6.02	1.04 > .05
d. Emotional Stability	75	28.63	7.68	75	32.40	8.43	2.86 < .01
e. Social Maturity	75	28.59	8.06	75	31.33	8.22	2.06 < .05
Total	75	152.05	24.45	75	161.79	20.01	2.67 < .01

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.33 shows that failure female art students have relatively high in different areas as realistic (mean 30.47), joyful living (mean 33.39), autonomy (mean 34.20), emotional stability (mean 32.40) and social maturity (mean 31.33). It shows that failure female art students have high mental health (mean 161.79).

To see the significant difference of mental health between male art and female art Intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.33 that there is significant difference of the emotional stability between male art and female art Intermediate failure students (critical ratio found 2.86, which is significant at .01 level). There is also significant difference of the social maturity between male art and female art Intermediate failure students (critical ratio found 2.06, which is significant at .05 level). There is significant difference of the mental health between male art and female art Intermediate failure students (critical ratio found 2.67, which is significant at .01 level).

Thus the failure female art students have significantly high in emotional stability and social maturity and total mental health than the failure male art students. The null hypothesis (3.07) stating that "There is no significant difference of mental health between failure male art and failure female art of academic achievement students." is rejected.

**3.08 :** To study the significant difference of mental health between failure male science and failure female science students.

Mental health test was administered on 75 male science and 75 female science Intermediate failure students. The Table 4.34 shows the mean, S.D. and critical ratio of mental health between male science and female science Intermediate failure students.

**Table 4.34 :** Showing the Mean, S.D. and Critical Ratio of mental health between male science and female science Intermediate failure students.

Different Areas of Mental Health	Failure Male Science			Failure Female Science			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	75	29.67	7.30	75	30.09	6.69	.37 > .05
b. Joyful living	75	31.88	7.89	75	31.52	6.73	.30 > .05
c. Autonomy	75	31.60	8.02	75	33.12	6.09	1.31 > .05
d. Emotional Stability	75	31.27	8.42	75	30.83	7.85	.33 > .05
e. Social Maturity	75	31.65	8.08	75	31.52	7.49	.10 > .05
Total	75	156.07	26.02	75	157.01	22.09	.24 > .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.34 shows that failure male science students have relatively high mental health in different areas as joyful living (mean 31.88), emotional stability (mean 31.27) and social maturity (mean 31.65). But failure female science students have also relatively high mental health (mean 30.09) and autonomy (mean 33.12). It shows failure female science students have high mental health (mean 157.01).

To see the significant difference of mental health between male science and female science Intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 148. It may be observed from Table 4.34 that there is no significant difference the mental health between male science and female science Intermediate failure students.

Thus the failure male science students and failure female science students have no significant mental health. The null hypothesis (3.08) stating that "There is no significant difference of mental health between failure male science and failure female science of academic achievement students." is selected.

**3.09 :** To study the significant difference of mental health between success male and success female students.

Mental health test was administered on 150 male and 150 female Intermediate success students. The Table 4.35 shows the mean, S.D. and critical ratio of mental health between male and female Intermediate success students.

**Table 4.35 :** Showing the Mean, S.D. and Critical Ratio of mental health between male and female Intermediate success students.

Different Areas of Mental Health	Success Male			Success Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	150	32.43	6.97	150	33.14	5.44	.98 > .05
b. Joyful living	150	33.88	7.66	150	35.43	6.75	1.86 > .05
c. Autonomy	150	34.95	7.59	150	35.84	6.81	1.07 > .05
d. Emotional Stability	150	30.82	7.72	150	31.68	7.70	.96 > .05
e. Social Maturity	150	31.78	7.93	150	33.63	6.03	2.27 < .05
Total	150	163.85	23.19	150	169.71	21.95	2.25 < .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.35 shows that success female students have relatively high mental health in different areas as realistic (mean 33.14), joyful living (mean 35.43), autonomy (mean 35.84), emotional stability (mean 31.68) and social maturity (mean 33.63). It shows that success female students have high mental health (mean 169.71).

To see the significant difference of mental health between male and female Intermediate success students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed that there is significant difference of the social maturity between male and female Intermediate success students (critical ratio found 2.27, which is significant at .05 level). There is also significant difference of the mental health between male and female Intermediate success students (critical ratio found 2.25, which is significant at .05 level).

Thus success female students have significantly high social maturity and total mental health than success male students. The null hypothesis (3.09) stating that "There is no significant difference of mental health between success male and success female of academic achievement students." is rejected.

**3.10 : To study the significant difference of mental health between failure male and failure female students.**

Mental health test was administered on 150 male and 150 female Intermediate failure students. The Table 4.36 shows the mean, S.D. and critical ratio of mental health between male and female Intermediate failure students.

**Table 4.36 :** Showing the Mean, S.D. and Critical Ratio of mental health between male and female failure Intermediate students.

Different Areas of Mental Health	Failure Male			Failure Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	150	29.97	7.23	150	30.25	6.76	.35 > .05
b. Joyful living	150	31.76	7.95	150	32.46	6.86	.82 > .05
c. Autonomy	150	32.27	8.37	150	33.66	6.08	1.65 > .05
d. Emotional Stability	150	29.95	8.14	150	31.62	8.18	1.77 > .05
e. Social Maturity	150	30.12	8.21	150	31.43	7.86	1.41 > .05
Total	150	154.06	25.33	150	159.4	21.21	1.98 < .05

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.36 shows that failure female students have relatively high mental health in different areas as realistic (mean 30.25), joyful living (mean 32.46), autonomy (33.66), emotional stability (mean 31.62) and social maturity (mean 31.43). It shows that failure female students have high mental health (mean 159.40).

To see the significant difference of mental health between male and female Intermediate failure students, the female Intermediate failure students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.36 that there is significant difference of the mental health between male and female Intermediate failure students (Critical ratio found 1.98, which is significant at .05 level).

Thus the failure female students have significantly high total mental health. The null hypothesis (3.10) stating that "There is no significant difference of mental health between failure male and failure female of academic achievement students." is rejected.

**3.11 : To study the significant difference of mental health between success male and failure male students.**

Mental health test was administered on 150 success male and 150 failure male Intermediate students. The Table 4.37 shows the mean, S.D. and critical ratio of mental health between success male and failure male students.

**Table 4.37 :** Showing Mean, S.D. and Critical Ratio of mental health between success male and failure male Intermediate students.

Different Areas of Mental Health	Success Male			Failure Male			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	150	32.43	6.97	150	29.97	7.23	4.03 < .01
b. Joyful living	150	33.88	7.66	150	31.76	7.95	2.35 < .05
c. Autonomy	150	34.95	7.59	150	32.27	8.37	2.91 < .01
d. Emotional Stability	150	30.82	7.72	150	29.95	8.14	.95 > .05
e. Social Maturity	150	31.78	7.93	150	30.12	8.21	1.78 > .05
Total	150	163.85	23.19	150	154.06	25.33	3.50 < .01

Significant level at .01 - 2.61  
.05 - 1.98

**3.11 : To study the significant difference of mental health between success male and failure male students.**

Mental health test was administered on 150 success male and 150 failure male Intermediate students. The Table 4.37 shows the mean, S.D. and critical ratio of mental health between success male and failure male students.

**Table 4.37 :** Showing Mean, S.D. and Critical Ratio of mental health between success male and failure male Intermediate students.

Different Areas of Mental Health	Success Male			Failure Male			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	150	32.43	6.97	150	29.97	7.23	4.03 < .01
b. Joyful living	150	33.88	7.66	150	31.76	7.95	2.35 < .05
c. Autonomy	150	34.95	7.59	150	32.27	8.37	2.91 < .01
d. Emotional Stability	150	30.82	7.72	150	29.95	8.14	.95 > .05
e. Social Maturity	150	31.78	7.93	150	30.12	8.21	1.78 > .05
Total	150	163.85	23.19	150	154.06	25.33	3.50 < .01

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.37 shows that success male students have relatively high mental health in different areas as realistic (mean 32.43), joyful living (mean 33.88), autonomy (mean 34.95), emotional stability (mean 30.82) and social maturity (mean 31.78). It shows success male students have high mental health (mean 163.85).

To see the significant difference of mental health between success male and failure male Intermediate students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.37 that there is significant difference of the realistic between success male and failure male Intermediate students (critical ratio found 4.03, which is significant at .01 level). There is significant difference of the joyful living between success male and failure male Intermediate students (critical ratio found 2.35, which is significant at .05 level). There is significant difference of the autonomy between success male and failure male Intermediate students (critical ratio found 2.91, which is significant at .01 level). There is significant difference of the mental health between success male and failure male Intermediate students (critical ratio found 3.50 which is significant at .01 level).

Thus success male students, have significantly high realistic, joyful living and autonomy and total mental health than failure male students. The null hypothesis (3.11) stating that "There

is no significant difference of mental health between success male and failure male of academic achievement students" is rejected.

**3.12 : To study the significant difference of mental health between success female and failure female students.**

Mental health test was administered on 150 success female and 150 failure female students. The Table 4.38 shows the mean, S.D. and critical ratio of mental health between success female and failure female Intermediate students.

**Table 4.38 :** Showing the Mean, S.D. and Critical Ratio of mental health between success female and failure female Intermediate students.

Different Areas of Mental Health	Success Female			Failure Female			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	150	33.14	5.44	150	30.25	6.76	4.08 < .01
b. Joyful living	150	35.43	6.75	150	32.46	6.86	3.78 < .01
c. Autonomy	150	35.84	6.81	150	33.66	6.08	2.92 < .01
d. Emotional Stability	150	31.68	7.70	150	31.62	8.18	.07 > .05
e. Social Maturity	150	33.63	6.03	150	31.43	7.86	2.71 < .01
Total	150	169.71	21.95	150	159.4	21.21	4.14 < .01

Significant level at .01 - 2.61  
.05 - 1.98

The Table 4.38 shows that success female students have relatively high mental health in different areas as realistic (mean 33.14), joyful living (35.43), autonomy (mean 35.84), emotional stability (31.68) and social maturity (mean 33.63). It shows that success female students have high mental health (mean 169.71).

To see the significant difference of mental health between success female and failure female Intermediate students the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 at .05 level is 1.98 with the degree of freedom 298. It may be observed from Table 4.38 that there is significant difference of the realistic between success female and failure female Intermediate students (critical ratio found 4.08, which is significant at .01 level). There is significant difference of the joyful living between success female and failure female Intermediate students (critical ratio found 3.78, which is significant at .01 level). There is significant difference of the autonomy between success female and failure female Intermediate students (critical ratio found 2.92, which is significant at .01 level). There is significant difference of the social maturity between success female and failure female Intermediate students (critical ratio found 2.71, which is significant at .01 level). There is also significant difference of the mental health between success female and failure female

Intermediate students (critical ratio found 4.14, which is significant at .01 level).

Thus success female students have significantly high the realistic, joyful living, autonomy, social maturity and total mental health than failure female students. The null hypothesis (3.12) stating that "There is no significant difference of mental health between success female and failure female of academic achievement students" is rejected.

**3.13 : To study the significant difference of mental health between success and failure students.**

Mental test was administered on 300 success and 300 failure Intermediate students. The Table 4.39 shows the mean, S.D. and critical ratio of mental health between success and failure Intermediate students.

The Table 4.39 shows that success students have relatively high mental health in different areas as realistic (mean 32.79), joyful living (mean 34.66), autonomy (mean 35.40), emotional stability (mean 31.25) and social maturity (mean 32.71). It shows that success students have high mental health (mean 166.78).

**Table 4.39 :** Showing the Mean, S.D. and Critical Ratio of mental health between success and failure Intermediate students.

Different Areas of Mental Health	Success			Failure			Critical ratio
	N	Mean	Standard Deviation (SD <sub>1</sub> )	N	Mean	Standard Deviation (SD <sub>2</sub> )	
a. Realistic	300	32.79	6.26	300	30.11	7.00	4.94 < .01
b. Joyful living	300	34.66	7.27	300	32.11	7.43	4.62 < .01
c. Autonomy	300	35.40	7.22	300	32.97	7.35	4.09 < .01
d. Emotional Stability	300	31.25	7.72	300	30.79	8.20	1.71 > .05
e. Social Maturity	300	32.71	7.10	300	30.78	8.06	3.11 < .01
Total	300	166.78	22.70	300	156.73	23.47	5.32 < .01

Significant level at .01 - 2.61  
.05 - 1.98

To see the significant difference of mental health between success and failure Intermediate students, the critical ratio was calculated. The critical ratio value required to be significant at .01 level is 2.61 and at .05 level is 1.98 with the degree of freedom 598. It may be observed from Table 4.39 that there is significant difference of the realistic between success and failure Intermediate students (critical ratio found 4.94), which is significant at .01 level). There is significant difference of the joyful living between success

and failure Intermediate students (critical ratio found 4.62, which is significant at .01 level). There is significant difference of the autonomy between success and failure Intermediate students (critical ratio found 4.09, which is significant at .01 level). There is also significant difference of the social maturity between success and failure Intermediate students (critical ratio found 3.11, which is significant at .01 level). There is significant difference of the mental health between success and failure Intermediate students (critical ratio found 5.32, which is significant at .01 level).

Thus success students have significantly high realistic, joyful living autonomy, social maturity and total mental health than failure students. The null hypothesis (3.13) stating "There is no significant difference between success and failure of academic achievement students" is rejected.

#### PART-D

#### 4. The effect of sex (male and female) and different personality factors on anxiety.

In this section an attempt has been made to study the effect of sex (male and female) and different personality factors on anxiety. To find out the effect of sex (male and female) and different personality factors (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. For this

purpose multi variable personality inventory (MPI) was administered on 300 male and 300 female Intermediate students. The students were divided into two categories in high and low personality on the basis of  $Q_1$  and  $Q_3$  values.

**4.01 :** To study the significant effect of sex (male and female) and personality as social desirability (high and low) on anxiety among Intermediate students.

The students got 8 ( $Q_3$ ) and above scores were placed in the category of high personality as social desirability, while the students scored 5 ( $Q_1$ ) and below were placed low social desirability.

To find out the significant effect of sex (male and female) and personality as social desirability (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.40.

The Table 4.40 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 35.26, which is significant at .01 level).

The Table 4.40 also shows that the personality as social desirability (high and low) do not effect the anxiety of students at .05 level (F-ratio found 0.15, which is not significant at .05 level).

**Table 4.40 :** F-ratio showing the effect of sex and personality as social desirability on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	4724.40	1	4724.40	35.26 < .01
SSb Personality as Social desirability (high & low)	20.56	1	20.56	.15 > .05
SSab AxB Interaction	257.94	1	257.94	1.92 > .05
SS within Cell	50110.07	374	133.98	

Significant level at .01 - 6.70  
.05 - 3.86

The interaction effect of sex (male and female) and personality as social desirability also do not effect significantly the anxiety of students at .05 level (F-ratio found 1.92, which is not significant at .05 level).

Thus the null hypothesis (4.01) stating that "There is no significant effect of sex (male and female) and personality as social desirability (high and low) on anxiety among Intermediate students" is rejected.

**4.02 :** To study the significant effect of sex (male and female) and personality as extraversion (high and low) on anxiety among Intermediate students.

The students got 8 ( $Q_3$ ) and above scores were placed in the category of high personality as extraversion, while the students scored 3 ( $Q_1$ ) and below were placed low extraversion.

To find out the significant effect of sex (male and female) and personality as extraversion (high and low) on anxiety. 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.41.

**Table 4.41 :** F-ratio showing the effect of sex and personality as extraversion on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	1324.49	1	1324.49	10.80 < .01
SSb Extraversion (high & low)	2.08	1	2.08	.02 > .05
SSab AxB Interaction	1.65	1	1.65	.01 > .05
SS within Cell	37047.82	302	122.67	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.41 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 10.80, which is significant at .01 level).

The table 4.41 also shows that the personality as extraversion (high and low) do not effect the anxiety of students at .05 level (F-ratio found .02, which is not significant at .05 level).

The interaction effect of sex (male and female) and personality as extraversion also do not effect significantly the anxiety of students at .05 level (F-ratio found .01, which is not significant at .05 level).

Thus the null hypothesis (4.02) stating that "There is no significant effect of sex (male and female) and personality as extraversion (high and low) on anxiety among Intermediate students" is rejected.

**4.03 :** To study the significant effect of sex (male and female) and personality as psychoticism (high and low) on anxiety among Intermediate students.

The students got 7 ( $Q_3$ ) and above scores were placed in the category of high personality as psychotisim, while the students scored 3 ( $Q_1$ ) and below were placed low psychoticism.

To find out the significant effect of sex (male and

female) and personality as psychoticism (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.42.

**Table 4.42 :** F-ratio showing the effect of sex and personality as psychoticism on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio	
SSa Sex (male & female)	1523.70	1	1523.70	10.31	< .01
SSb Psychoticism (high & low)	2681.41	1	2681.41	18.14	< .01
SSab AxB Interaction	29.88	1	29.88	.20	> .05
SS within Cell	49212.37	333	147.78		

Significant level at .01 - 6.70

.05 - 3.86

The Table 4.42 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 10.31, which is significant at .01 level).

The Table 4.42 also shows that the personality as psychoticism (high and low) significantly effect the anxiety of students at .01 level (F-ratio found 18.14, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as psychoticism do not effect significantly the anxiety of students at .05 level (F-ratio found .20, which is not significant at .05 level).

Thus the null hypothesis (4.03) stating that "There is no significant effect of sex (male and female) and personality as psychoticism (high and low) on anxiety among Intermediate students." is rejected.

**4.04 : To study the significant effect of sex (male and female) and personality as dogmatism (high and low) on anxiety among Intermediate students.**

The students got 7 ( $Q_3$ ) and above scores were placed in the category of high personality as dogmatism, while the scored 3( $Q_1$ ) and below were placed low dogmatism.

To find out the significant effect of sex (male and female) and personality as dogmatism (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.43.

The Table 4.43 shows that the sex (male and female) significant effect the anxiety of students at .01 level (F-ratio found 15.65, which is significant at .01 level).

**Table 4.43 :** F-ratio showing the effect of sex and personality as dogmatism on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	1946.13	1	1946.13	15.65 < .01
SSb Dogmatism (high & low)	540.40	1	540.40	4.34 < .05
SSab AxB Interaction	205.74	1	205.74	1.65 > .05
SS within Cell	44035.37	354	124.39	

Significant level at .01 - 6.70

.05 - 3.86

The Table 4.43 also shows that the personality as dogmatism (high and low) significantly effect the anxiety of students at .05 level (F-ratio found 4.34, which is significant at .05 level).

The interaction effect of sex (male and female) and personality as dogmatism do not effect significantly the anxiety of students at .05 level (F-ratio found 1.65, which is not significant at .05 level).

Thus the null hypothesis (4.04) stating that "There is no significant of sex (male and female) and personality as dogmatism (high and low) on anxiety among Intermediate students" is rejected.

**4.05 :** To study the significant effect of sex (male and female) and personality as ego-ideal (high and low) on anxiety among Intermediate students.

The students got 8 ( $Q_3$ ) and above scores were placed in the category of high personality as ego-ideal, while the students scored 4 ( $Q_1$ ) and below were placed low ego-ideal.

To find out the significant effect of sex (male and female) and personality as ego ideal (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.44.

**Table 4.44 :** F-ratio showing the effect of sex and personality as ego-ideal on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	2463.22	1	2463.22	17.78 < .01
SSb Ego-ideal (high & low)	61.32	1	61.32	.44 > .05
SSab AxB Interaction	316.04	1	316.04	2.28 > .05
SS within Cell	52654.78	380	138.57	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.44 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 17.78), which is significant at .01 level).

The Table 4.44 also shows that the personality as ego-ideal (high and low) do not effect the anxiety of students at .05 level (F-ratio found .44, which is not significant at .05 level).

The interaction effect of sex (male and female) and personality as ego-ideal also do not effect significantly the anxiety of students at .05 level (F-ratio and 2.28, which is not significant at .05 level).

Thus the null hypothesis (4.05) stating that "There is no significant effect of sex (male and female) and personality as ego-ideal (high and low) on anxiety among Intermediate students" is rejected.

**4.06 :** To study the significant effect of sex (male and female) and personality as alienation (high and low) on anxiety among Intermediate students.

The students got 7 ( $Q_3$ ) and above scores were placed in the category of high personality as alienation, while the students scored 3 ( $Q_1$ ) and below were placed low alienation.

To find out the significant effect of sex (male and female) and personality as alienation (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.45.

**Table 4.45 :** F-ratio showing the effect of sex and personality as alienation on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	2372.83	1	2372.83	18.53 < .01
SSb Alienation (high & low)	2598.49	1	2598.49	20.30 < .01
SSab AxB Interaction	472.63	1	472.63	3.69 > .05
SS within Cell	49800.40	389	128.02	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.45 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 18.53, which is significant at .01 level).

The Table 4.45 also shows that the personality as alienation (high and low) effect the anxiety of students at .01 level (F-ratio found 20.30, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as alienation do not effect significantly at .05 level (F- ratio found 3.69, which is not significant at .05 level).

Thus the null hypothesis (4.06) stating that "There is no significant effect of sex (male and female) and personality as alienation (high and low) on anxiety among Intermediate students" is rejected.

**4.07 : To study the significant effect of sex (male and female) and personality as emotional instability (high and low) on anxiety among Intermediate students.**

The students got 6( $Q_3$ ) and above scores were placed in the category of high personality as emotional instability, while the students scored 3( $Q_1$ ) and below were placed low emotional instability.

To find out the significant effect of sex (male and female) and personality as emotional instability (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.46.

The Table 4.46 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 15.07, which is significant at .01 level).

**Table 4.46 :** F-ratio showing the effect of sex and personality as emotional instability on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	2137.57	1	2137.57	15.07 < .01
SSb Emotional instability (high & low)	5162.67	1	5162.67	36.40 < .01
SSab AxB Interaction	29.17	1	29.17	.21 > .05
SS within Cell	58862.31	415	141.84	

Significant level at .01 - 6.70

.05 - 3.86

The Table 4.46 also shows that the personality as emotional instability (high and low) effect the anxiety of students at .01 level (F-ratio found 36.40, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as emotional instability do not effect significantly the anxiety of students at .05 level (F-ratio found .21, which is not significant at .05 level).

Thus the null hypothesis (4.07) stating that "There is no significant effect of sex (male and female) and personality as emotional instability (high and low) on anxiety among Intermediate students" is rejected.

**4.08 :** To study the significant effect of sex (male and female) and personality as self confidence (high and low) on anxiety among Intermediate students.

The students got 8( $Q_3$ ) and above scores were placed in the category of high personality as self confidence, while the students scored 3( $Q_1$ ) and below were placed low self confidence.

To find out the significant effect of sex (male and female) and personality as self-confidence (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.47 .

**Table 4.47 :** F-ratio showing the effect of sex and personality as self confidence on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	3905.98	1	3905.98	28.63 < .01
SSb Self confidence (high & low)	59.83	1	59.83	.44 > .05
SSab AxB Interaction	428.20	1	428.20	3.14 > .05
SS within Cell	46658.06	342	136..43	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.47 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 28.63, which is significant at .01 level).

The Table 4.47 also shows that the personality as self confidence (high and low) do not effect the anxiety of students at .05 level (F-ratio found .44, which is not significant at .05 level).

The interaction effect of sex (male and female) and personality as self confidence also do not effect significantly the anxiety of students at .05 level (F-ratio found 3.14, which is not significant at .05 level).

Thus the null hypothesis (4.08) stating that "There is no significant effect of sex (male and female) and personality as self-confidence (high and low) on anxiety among Intermediate students." is rejected.

**4.09 : To study the significant effect of sex (male and female) and personality as empathy (high and low) on anxiety among Intermediate students.**

The students got 8( $Q_3$ ) and above scores were placed in the category of high personality as empathy, while the students scored 3( $Q_1$ ) and below were placed low empathy.

To find out the significant effect of sex (male and

female) and personality as empathy (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.48.

**Table 4.48 :** F-ratio showing the effect of sex and personality as empathy on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	2349.48	1	2349.48	16.58 < .01
SSb Empathy (high & low)	121.10	1	121.10	.85 > .05
SSab AxB Interaction	423.84	1	423.84	2.99 > .05
SS within Cell	5570.11	393	141.73	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.48 shows that the sex (male and female) and significantly effect the anxiety of students at .01 level (F-ratio found 16.58, which is significant at .01 level).

The Table 4.48 also shows that the personality as empathy (high and low) do not effect the anxiety of students at .05 level (F-ratio found .85, which is not significant at .05 level).

The interaction effect of sex (male and female) and personality as empathy also do not effect significantly the anxiety of students at .05 level (F-ratio found 2.99, which is not significant at .05 level).

Thus the null hypothesis (4.09) stating that "There is no significant effect of sex (male and female) and personality as empathy (high and low) on anxiety among Intermediate students" is rejected.

**4.10 : To study the significant effect of sex (male and female) and personality as dominance (high and low) on anxiety among Intermediate students.**

The students got 7( $Q_3$ ) and above scores were placed in the category of high personality as dominance, while the students scored 3( $Q_1$ ) and below were placed low dominance.

To find out the significant effect of sex (male and female) and personality as dominance (high and low) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.49.

The Table 4.49 shows that the sex (male and female) significantly effect the anxiety of students at .01 level (F-ratio found 19.30, which is significant at .01 level).

**Table 4.49 :** F-ratio showing the effect of sex and personality as dominance on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	2647.87	1	2647.87	19.30 < .01
SSb Dominance (high & low)	-	1	-	-
SSab AxB Interaction	111.06	1	111.06	.81 > .05
SS within Cell	56783.23	414	137.16	

Significant level at .01 - 6.70

.05 - 3.86

The Table 4.49 also shows that the personality as dominance (high and low) do not effect the anxiety of students.

The interaction effect of sex (male and female) and personality as dominance also do not effect significantly the anxiety of students at .05 level (F-ratio found .81, which is not significant at .05 level).

Thus the null hypothesis (4.10) stating that "There is no significant effect of sex (male and female) and personality as dominance (high and low) on anxiety among Intermediate students" is rejected.

## **PART-E**

**The effect of sex (male and female) and different personality factors on mental health.**

In this section an attempt has been made to study the effect of sex (male and female) and different personality factors on mental health. To find out the effect of sex (male and female) and personality factors (different factors high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. For this purpose Multi variable personality inventory (MPI) was administered on 300 male and 300 female Intermediate students. The students were divided into two categories, i.e. high and low personality on the basis of  $Q_1$  and  $Q_3$  values.

**5.01 : To study the significant effect of sex (male and female and personality as social desirability (high and low) on mental health among Intermediate students.**

The students got 8( $Q_3$ ) and above scores were placed in the category of high personality as social desirability, while the students scored 5( $Q_1$ ) and below were placed low social desirability.

To find out the significant effect of sex (male and female) and personality as social desirability (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.50.

**Table 4.50 :** F-ratio showing the effect of sex and personality as social desirability on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	1495.76	1	1495.76	2.70 > .05
SSb Social desirability (high & low)	15575.27	1	15575.27	28.13 < .01
SSab AxB Interaction	96.74	1	96.74	.17 > .05
SS within Cell	207047.47	374	553.60	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.50 shows that the sex (male and female) do not significantly effect the mental health at .05 level (F-ratio found 2.70, which is not significant at .05 level).

The Table 4.50 shows that the personality as social desirability (high and low) effect the mental health of students (F- ratio found 28.13, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as social desirability also do not effect significantly the mental health of students at .05 level (F-ratio found .17, which is not significant at .05 level).

Thus the null hypothesis (5.01) stating that "There is no significant effect of sex (male and female) and personality as social desirability (high and low) on mental health among Intermediate students" is rejected.

**5.02 :** To study the significant effect of sex (male and female) and personality as extraversion (high and low) on mental health among Intermediate students.

The students got 8( $Q_3$ ) and above scores were placed in the category of high personality as extraversion, while the students scored 3( $Q_1$ ) and below were placed low extraversion.

To findout the significant effect of sex (male and female) and personality as extraversion (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.51.

The Table 4.51 shows that the sex (male and female) significantly effect the mental health of students at .01 level (F-ratio found 9.01, which is significant at .01 level).

The Table 4.51 also shows that the personality as extraversion (high and low) effect the mental health of students at .01 level (F-ratio found 15.79, which is significant at .01 level).

**Table 4.51 :** F-ratio showing the effect of sex and personality as extraversion on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	5358.19	1	5358.19	9.01 < .01
SSb Extraversion (high & low)	9338.21	1	9338.21	15.79 < .01
SSab AxB Interaction	29.06	1	29.06	.05 > .05
SS within Cell	109225.59	320	591.33	

Significant level at .01 - 6.70

.05 - 3.86

The interaction effect of sex (male and female) and personality as extraversion do not effect significantly the mental health of students at .05 level (F-ratio found .05, which is not significant at .05 level).

Thus the null hypothesis (5.02) stating that "There is no significant effect of sex (male and female) and personality as extraversion (high and low) on mental health among Intermediate students". is rejected.

**5.03 :** To study the significant effect of sex (male and female) and personality as psychoticism (high and low) on mental health among Intermediate students.

The students got 7 ( $Q_3$ ) and above scores were placed in the category of high personality as psychoticism, while the students scored 3 ( $Q_1$ ) and below were placed low psychoticism.

To find out the significant effect of sex (male and female) and personality as psychoticism (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in table 4.52.

**Table 4.52 :** F-ratio showing the effect of sex and personality as psychoticism on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	424.08	1	424.08	.84 > .05
SSb Psychoticism (high & low)	5088.12	1	5088.12	10.13 < .01
SSab AxB Interaction	308.72	1	308.72	.61 > .05
SS within Cell	167245.95	333	502.24	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.52 shows that the sex (male and female) do not significantly effect the mental health of students at .05 level (F-ratio found .84, which is not significant at .05 level).

The table 4.52 also shows that the personality as psychoticism (high and low) significantly effect the mental health at .01 level (F-ratio found 10.13 which is significant at .01 level).

The interaction effect of sex (male and female) and personality as psychoticism do not effect significantly the mental health of students at .05 level (F-ratio found .61, which is not significant at .05 level)

Thus the null hypothesis (5.03) stating that "There is no significant effect of sex (male and female) and personality as psychoticism (high and low) on mental health among Intermediate students" is rejected.

**5.04 :** To study the significant effect of sex (male and female) and personality as dogmatism (high and low) on mental health among Intermediate students.

The students got 7 ( $Q_3$ ) and above scores were placed in the category of high personality as dogmatism, while the scored 3 ( $Q_1$ ) and below were placed low dogmatism.

To find out the significant effect of sex (male and female) and personality as dogmatism (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.53.

**Table 4.53 :** F-ratio showing the effect of sex and personality as dogmatism on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	7010.14	1	7010.14	12.51 < .01
SSb Dogmatism (high & low)	16573.03	1	16573.03	29.57 < .01
SSab AxB Interaction	143.05	1	143.05	.26 > .05
SS within Cell	198426.84	354	560.53	

Significant level at .01 - 6.70  
.05 - 3.86

The table 4.53 shows that the sex (male and female) significantly effect the mental health of students at .01 level (F-ratio found 12.51, which is significant at .01 level).

The table 4.53 also shows that the personality as dogmatism (high and low) significantly effect the mental health of students at .01 level (F-ratio found 29.57) which is significant at .01 level).

The interaction effect of sex (male and female) and personality as dogmatism do not effect significantly the mental health of students at .05 level (F-ratio found .26, which is not significant at .05 level).

Thus the null hypothesis (5.04) stating that "There is no significant effect of sex (male and female) and personality as dogmatism (high and low) on mental health among Intermediate students" is rejected.

**5.05 :** To study the significant effect of sex (male and female) and personality as ego-ideal (high and low) on mental health among Intermediate students.

The students got 8 ( $Q_3$ ) and above scores were placed in the category of high personality as ego-ideal, while the scored 3 ( $Q_1$ ) and below were placed low ego-ideal.

To find out the significant effect of sex (male and female) and personality as ego-ideal (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.54.

**Table 4.54 :** F-ratio showing the effect of sex and personality as ego-ideal on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	3873.04	1	3873.04	7.16 < .01
SSb Ego-ideal (high & low)	24381.79	1	24383.79	45.07 < .01
SSab AxB Interaction	36.71	1	36.71	0.07 > .05
SS within Cell	205565.36	380	540.96	

Significant level at .01 - 6.70

.05 - 3.86

The table 4.54 shows that the sex (male and female) significantly effect the mental health of students at .01 level (F-ratio found 7.16, which is significant at .01 level).

The table 4.54 also shows that the personality as ego-ideal (high and low) significantly effect the mental health of students at .01 level (F-ratio found 45.07, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as ego-ideal do not effect significantly the mental health of students at .05 level (F-ratio found .07, which is not significant at .05 level).

Thus the null hypothesis (5.05) stating that "There is no significant effect of sex (male and female) and personality as ego-ideal (high and low) on mental health among Intermediate students" is rejected.

**5.06 :** To study the significant effect of sex (male and female) and personality as alienation (high and low) on mental health among Intermediate students.

The students got 7 ( $Q_3$ ) and above scores were placed in the category of high personality as alienation, while the students scored 3 ( $Q_1$ ) and below were placed low alienation.

To find out the significant effect of sex (male and female) and personality as alienation (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.55.

The table 4.55 shows that the sex (male and female) significantly effect the mental health of students at .01 level (F-ratio found 5.56, which is significant at .05 level).

The table 4.55 shows that the personality as alienation (high and low) effect the mental health of students at .01 level (F-ratio found 28.71, which is significant at .01 level).

**Table 4.55 :** F-ratio showing the effect of sex and personality as alienation on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	3037.22	1	3037.22	5.56 < .05
SSb Alienation (high & low)	15694.54	1	15694.54	28.71 < .01
SSab AxB Interaction	3.87	1	3.87	-
SS within Cell	212681.48	389	546.73	

Significant level at .01 - 6.70

.05 - 3.86

The interaction effect of sex (male and female) and personality as alienation do not effect significantly the mental health of students.

Thus the null hypothesis (5.06) stating that "There is no significant effect of sex (male and female) and personality as alienation (high and low) on mental health among Intermediate students" is rejected.

**5.07 :** To study the significant effect of sex (male and female) and personality as emotional instability (high and low) on mental health among Intermediate students.

The students got 6 ( $Q_3$ ) and above scores were placed in the category of high personality as emotional in stability, while the students scored 3 ( $Q_1$ ) and below were placed low emotional instability.

To find out the significant effect of sex (male and female) and personality as emotional instability (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.56.

**Table 4.56 :** F-ratio showing the effect of sex and personality as emotional instability on mental health.

Source of Variation	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	2958.06	1	2958.06	5.16 < .05
SSb Emotional instability (high & low)	817.79	1	817.79	1.43 > .05
SSab AxB Interaction	10.47	1	10.47	.02 > .05
SS within Cell	239981.72	419	572.75	

Significant level at .01 - 6.70

.05 - 3.86

The table 4.56 shows that the sex (male and female) significantly effect the mental health of student at .05 level (F-ratio found 5.16, which is significant at .05 level).

The table 4.56 also shows that the personality as emotional instability (high and low) do not effect the mental health of students at .05 level (F-ratio found 1.43, which is not significant at .05 level).

The interaction effect of sex (male and female) and personality as emotional instability do not effect significantly the mental health of students at .05 level (F-ratio found .02, which is not significant at .05 level).

Thus the null hypothesis (5.07) stating that "There is no significant effect of sex (male and female) and personality as emotional instability (high and low) on mental health among Intermediate students" is rejected.

**5.08 :** To study the significant effect of sex (male and female) and personality as self confidence (high and low) on mental health among Intermediate students.

The students got 8 ( $Q_3$ ) and above scores were placed in the category of high personality as self confidence, while the students scored 3 ( $Q_1$ ) and below were placed low self confidence.

To find out the significant effect of sex (male and female) and personality as self-confidence (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.57.

**Table 4.57 :** F-ratio showing the effect of sex and personality as self confidence on mental health.

Source of Variation	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	3398.29	1	3398.29	6.62 < .05
SSb Self-confidence (high & low)	28171.77	1	28171.77	54.88 < .01
SSab AxB Interaction	329.06	1	329.06	0.64 > .05
SS within Cell	175572.76	342	513.37	

Significant level at .01 - 6.70  
.05 - 3.86

The table 4.57 shows that the sex (male and female) significantly effect the mental health of students at .05 level (F-ratio found 6.62, which is significant at .05 level).

The table 4.57 also shows that the personality as self confidence (high and low) also effect the mental health of students at .01 level (F-ratio found 54.88, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as self-confidence do not effect significantly the mental health of students at .05 level (F-ratio found .64, which is not significant at .05 level).

Thus the null hypothesis (5.08) stating that "There is no significant effect of sex (male and female) and personality as self confidence (high and low) on mental health among Intermediate students" is rejected.

**5.09 :** To study the significant effect of sex (male and female) and personality as empathy (high and low) on mental health among Intermediate students.

The students got 8( $Q_3$ ) and above scores were placed in the category of high personality as empathy, while the students scored 3( $Q_1$ ) and below were placed low empathy.

To find out the significant effect of sex (male and female) and personality as empathy (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.58.

**Table 4.58 :** F-ratio showing the effect of sex and personality as empathy on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio	
SSa Sex (male & female)	2497.29	1	2497.29	4.67	< .05
SSb Empathy (high & low)	27805.38	1	27805.38	52.01	< .01
SSab AxB Interaction	-	1	-	-	-
SS within Cell	207959.27	389	534.60		

Significant level at .01 - 6.70

.05 - 3.86

The Table 4.58 shows that the sex (male and female) significantly effect the mental health of students at .05 level (F-ratio found 4.67, which is significant at .05 level).

The Table 4.58 also shows that the personality as empathy (high and low) effect the mental health of students at .01 level (F-ratio found 52.01, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as empathy do not effect significantly the mental health of students.

Thus the null hypothesis (5.09) stating that "There is no

significant effect of sex (male and female) and personality as empathy (high and low) on mental health among Intermediate students" is rejected.

**5.10 : To study of significant effect of sex (male and female) and personality as dominance (high and low) on mental health among Intermediate students.**

The students got 7( $Q_3$ ) and above scores were placed in the category of high personality as dominance, while the students scored 3 ( $Q_1$ ) and below were placed low dominance.

To find out the significant effect of sex (male and female) and personality as dominance (high and low) on mental health, 2x2 factorial design was used and analysis of variance was calculated. The results are given in Table 4.59.

The Table 4.59 shows that the sex (male and female) significantly do not effect the mental health of students at .05 level (F-ratio found 2.52, which is not significant at .05 level).

The Table 4.59 also shows that the personality as dominance (high and low) effect the mental health of students at .01 level (F-ratio found 61.3, which is significant at .01 level).

The interaction effect of sex (male and female) and personality as dominance do not effect significantly the mental

**Table 4.59 :** F-ratio showing the effect of sex and personality as dominance on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	1302.86	1	1302.86	2.52 > .05
SSb Dominance (high & low)	31635.65	1	31635.65	61.30 < .01
SSab AxB Interaction	8.23	1	8.23	.02 > .05
SS within Cell	2141.55	415	516.04	

Significant level at .01 - 6.70  
.05 - 3.86

health of students at .05 level (F-ratio found .02, which is not significant at .05 level).

Thus the null hypothesis (5.10) stating that "There is no significant effect of sex (male and female) and personality as dominance (high and low) on mental health among Intermediate students" is rejected.

### PART-F

**The effect of sex (male and female) and academic achievement (success and failure) on anxiety.**

In this section an attempt has been made to study the effect of sex (male and female) and academic achievement on

anxiety. To find out the effect of sex (male and female) and academic achievement (success and failure) on anxiety, 2x2 factorial design was used and analysis of variance was calculated. For this purpose anxiety test was administered on 300 male and 300 female Intermediate students. The students were divided into two categories i.e. success and failure academic achievement.

The results are given in Table 4.60.

**Table 4.60 :** F-ratio showing the effect of sex and academic achievement on anxiety.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio
SSa Sex (male & female)	3720.06	1	3720.06	25.81 < .01
SSb Academic achievement (high & low)	156.06	1	156.06	1.08 > .05
SSab AxB Interaction	179.30	1	179.30	1.24 > .05
SS within Cell	85894.02	596	144.12	

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.60 shows that the sex (male and female) significant effect the anxiety of students at .01 level (F-ratio found 25.81, which is significant at .01 level).

The Table 4.60 also shows that the academic achievement (success and failure) do not effect the anxiety of students at .05 level (F-ratio found 1.08, which is not significant at .05 level).

The interaction effect of sex (male and female) and academic achievement also do not effect significantly the anxiety of students at .05 level (F-ratio found 1.24, which is not significant at .05 level).

Thus the null hypothesis (6) stating that "There is no significant effect of sex (male and female) and academic achievement (success and failure) on anxiety among Intermediate students" is rejected.

### PART-G

**The effect of sex (male and female) and academic achievement on mental health.**

In this section an attempt has been made to study the effect of sex (male and female) and academic achievement on mental health. To find out the effect of sex (male and female) and academic achievement (success and failure) on mental health, 2x2 factorial design was used and analysis of variance was calculated. For this purpose mental test was administered on 300 male and 300

female Intermediate student. The students were divided into two categories i.e. success and failure academic achievement.

The results are given in Table 4.61.

**Table 4.61 :** F-ratio showing the effect of sex and academic achievement on mental health.

Source of Variance	Sum of square	Degree of freedom	Mean square	F-ratio	
SSa Sex (male & female)	4924.93	1	4924.93	9.34	< .01
SSb Academic achievement (high & low)	14553.37	1	14553.37	27.60	< .01
SSab AxB Interaction	31.29	1	31.29	.06	> .05
SS within Cell	314245.13	596	527.26		

Significant level at .01 - 6.70  
.05 - 3.86

The Table 4.61 shows that the sex (male and female) significantly effect the mental health of students at .01 level (F-ratio found 9.34, which is significant at .01 level).

The Table 4.61 also shows that the academic achievement (success and failure) effect the mental health of students at .01 level (F-ratio found 27.60, which is significant at .01 level).

The interaction effect of sex (male and female) and academic achievement do not effect significantly the mental health of students at .05 level (F-ratio found .06, which is not significant at .05 level).

Thus the null hypothesis (7) stating that "There is no significant effect of sex (male and female) and academic achievement (success and failure) on mental health among Intermediate students" is rejected.

### **CONCLUSION**

The researcher found the following conclusions :

1. The art male students have significantly high academic and vocational worries and also high guilt and shame than male science students.
2. The success female art students have significantly high physiological manifestation, psychological manifestation, family anxieties and also high anxieties regarding love and friendship than success female science students.
3. The success science male students have significantly high anxiety than the success female science students.

4. There is no significant difference between the anxiety of male art and male science failure students.
5. The success male students have significantly high academic & vocational worries than failure male students.
6. The success students have significantly high guilt & shame than failure students.
7. The success female students have significantly high personality factors as ego-ideal, alienation, emotional instability and dominance than the male success students.
8. The success male students have significantly high personality as the extraversion, dogmatism, alienation, empathy and dominance than failure male students.
9. The success students have significantly high personality as extraversion, dogmatism, ego-ideal, alienation, self-confidence, empathy and dominance than failure students.
10. The success students have significantly high mental health as realistic, joyful living, autonomy and social maturity than failure students.
11. The personality factors as psychoticism, dogmatism, alienation, emotional instability significantly effect the anxiety.

12. The personality factors as social desirability, extraversion, psychoticism, dogmatism, ego-ideal, alienation, self-confidence, empathy and dominance significantly effect the mental health.

13. The sex (male and female) significantly effect the anxiety of the students but academic achievement (success and failure) do not effect the anxiety.

14. The sex (male and female) also significantly effect the mental health of the Intermediate students.

15. The academic achievement (success and failure) also significantly effect the mental health.

16. The interaction effect of sex (male and female) and academic achievement (success and failure) do not significantly effect the anxiety and mental health.



# CHAPTER - V

## **SUMMARY**

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As an emotional reaction anxiety is innate and plays a crucial role in shaping human behaviour. Lingis (1976) argues that in all anxious anticipation "there is a sense of void" which produces a sense of vulnerability (the basis for distress) as well as a level of exhilaration (animation of life projects)" Anxiety therefore is understood not as "a solid core of substance" but as a current of forces assembling and dissipating itself. Like any other emotion, anxiety is a psycho-physiological phenomenon on the one end of which lie numerous physiological actions reactions raising the arousal and activation level of the body and on the other, stands "a feeling tone" a cognitive state having far reaching consequences and effect on human psyche. Viewed as a cognitive level, anxiety may occur within various time frames relative to the existence of a potentially stressful event.

Endler (1978) has suggested five facets of anxiety as given below :

- 1) Interpersonal ego-threat (threat to self esteem as result of failure).
- 2) Physical danger (threat of personal harm).
- 3) Ambiguity (unpredictability and the fear of the unknown).

- 4) Disruption of daily routines (fear of disruption of daily habits).
- 5) Social evaluation (fear being negatively evaluated by others).

Which facet of anxiety surfaces when is a matter of time situation and intensity of stimulus. At times, the feeling of anxiety is very mild simply resulting in some sort of physiological restlessness or uneasiness. This feeling does not end up in our measurable danger. At other times, anxiety triggers off intense physiological reaction, thereby creating complex affective states (emotional reactivity) in which the mind and body seem to be going out of gear but simultaneously in its extreme form persistent anxiety may turn out to be chronic state of psycho-physiological reactivity, at times, leading to psychosomatic disorders.

#### **The selection of research problem :**

Test anxiety measures have been correlated with a number of personality variables. Singru (1972) Choksi (1975) and S. Singh and H. Kaur (1976) reported a low negative correlation between the overall index of need achievement and anxiety. Christian (1978, 1979) found that there is a positive relationship between hope of success and anxiety and a negative relationship

between fear of failure and anxiety. D. Kaur and Kumaraiah (1980) reported that anxiety neurotics have less need for affiliation and more for achievement, order, abasement, nurturance and endurance as compared to normals. Khan and Q.Hassan (1983) noted that the high tension (anxiety) group exhibited a sense of despair and fear of failure, whereas the low anxiety group seemed to be hopeful of continuous movement towards a better future. Self-image of high anxiety students has been found to be low, negative and rejecting (M.K. Hassan, 1977, Kureshi & Hussain 1979). Anxiety scores have also been related to adjustment (J.G. Singh and Basu 1982, Verma and Upadhyay 1979, 1981), repression-sensitization (Sathyavathi, Kumaraiah and Murthy 1977), field dependence (R.G. Chatterjee and Bhaskar 1981, Kiran Kumar and Thimmappa 1982), psychoticism and neuroticism (S.Singh and Sehgal 1979, S.Singh, Upmanyu and Vasudeva 1978).

### **Anxiety and Academic Achievement :**

Mohsin (1972) and Nijhawan (1972) found that high anxiety college and school groups learned paired associate tasks at a slower rate than their low anxiety counterparts. A.K. Verma (1977) and R.K. Srivastava, M.Seth, N.K. Saxena and Mrinal (1980) demonstrated that on a simple psychomotor task high anxiety subjects perform better than the low anxiety group, on a complex task the reverse holds good.

In the case of the anxiety achievement relationship the majority of bivariate studies report low and negative nevertheless significant correlations (Basu and Bose 1979, Bhushan and Goraya 1982, Choksi 1975, Contractor 1981, Grewal and K. Kaur 1981, M. Gupta & P. Gupta 1980, Mookerjee, L.B. Singh & B. Singh 1982, Najma and Satyanarayana 1978, S.N. Rao 1974, B. Singh and P. Kumar 1977, S.N. Srivastava, V. Singh and G.P. Thakur 1980). While R.S. Dubey (1976, 1978, 1979) reported a positive but non significant relationship between these two variable (Anxiety and achievement) and Krishna and V.R. Agarwal (1978) did not find and relationship between these two variables. S.Sharma (1978) reported that anxiety is related differentially to various school courses, test anxiety as a better predictor of academic success and there is evidence of anxiety by intelligence interaction. The magnitude of a negative relationship between anxiety and academic achievement varied with the nature and content of the course (Ganguli, 1981, Kapur 1982, S.Sharma 1978, S.Sharma and U.Rao 1983, Vora 1980). Therefore the problem undertaken for the present study is-  
**"A study of anxiety and mental health as a function of personality sex and academic achievement."**

## OBJECTIVES OF THE PRESENT STUDY

1. To study the significant difference of anxiety between male and female success and failures of academic achievement.
  - 1.01 To study the significant difference of anxiety between success male art and success male science of academic achievement students.
  - 1.02 To study the significant difference of anxiety between success female art and success female science of academic achievement students.
  - 1.03 To study the significant difference of anxiety between success male art and success female art of academic achievement students.
  - 1.04 To study the significant difference of anxiety between success male science and success female science of academic achievement students.
  - 1.05 To study the significant difference of anxiety between failure male art and failure male science of academic achievement students.
  - 1.06 To study the significant difference of anxiety between failure female art and failure female science of academic achievement students.

- 1.07 To study the significant difference of anxiety between failure male art and failure female art of academic achievement students.
- 1.08 To study the significant difference of anxiety between failure male science and failure female science of academic achievement students.
- 1.09 To study the significant difference of anxiety between success male and success female of academic achievement students.
- 1.10 To study the significant difference of anxiety between failure male and failure female of academic achievement students.
- 1.11 To study the significant difference of anxiety between success male and failure male of academic achievement students.
- 1.12 To study the significant difference of anxiety between success female and failure female of academic achievement students.
- 1.13 To study the significant difference of anxiety between success and failure of academic achievement students.

2. To study the significant difference of personality factors between male and female of success and failures of academic achievement.
  - 2.01 To study the significant difference of different personality factors between success male art and success male science of academic achievement students.
  - 2.02 To study the significant difference of different personality factors between success female art and success female science of academic achievement students.
  - 2.03 To study the significant difference of different personality factors between success male art and success female art of academic achievement students.
  - 2.04 To study the significant difference of different personality factors between success male science and success female science of academic achievement students.
  - 2.05 To study the significant difference of different personality factors between failure male art and failure male science of academic achievement students.
  - 2.06 To study the significant difference of different personality factors between failure female art and

failure female science of academic achievement students.

2.07 To study the significant difference of different personality factors between failure male art and failure female art of academic achievement students.

2.08 To study the significant difference of different personality factors between failure male science and failure female science of academic achievement students.

2.09 To study the significant difference of different personality factors between success male and Success female of academic achievement students.

2.10 To study the significant difference of different personality factors between failure male and failure female of academic achievement students.

2.11 To study the significant difference of different personality factors between success male and failure male of academic achievement students.

2.12 To study the significant difference of different personality factors between success female and failure female of academic achievement students.

2.13 To study the significant difference of different

personality factors between success and failure of academic achievement students.

3. To study the significant difference of mental health between male and female of success and failures of academic achievement.

3.01 To study the significant difference of mental health between success male art and success male science of academic achievement students.

3.02 To Study the significant difference of mental health between success female art and success female science of academic achievement students.

3.03 To study the significant difference of mental health between success male art and success female art of academic achievement students.

3.04 To study the significant difference of mental health between success male science and success female science of academic achievement students.

3.05 To study the significant difference of mental health between failure male art and failure male science of academic achievement students.

3.06 To study the significant difference of mental health between failure female art and failure female science of academic achievement students.

- 3.07 To study the significant difference of mental health between failure male art and failure female art of academic achievement students.
- 3.08 To study the significant difference of mental health between failure male science and failure female science of academic achievement students.
- 3.09 To study the significant difference of mental health between success male and success female of academic achievement students.
- 3.10 To study the significant difference of mental health between failure male and failure female of academic achievement students.
- 3.11 To study the significant difference of mental health between success male and failure male of academic achievement students.
- 3.12 To study the significant difference of mental health between success female and failure female of academic achievement students.
- 3.13 To study the significant difference of mental health between success and failure of academic achievement students.
- 4. To see the significant effect of sex (male and female) and different personality factors on anxiety.

- 4.01 To see the significant effect of sex (male and female) and personality as social desirability (high and low) on anxiety among intermediate students.
- 4.02 To see the significant effect of sex (male and female) and personality as extraversion (high and low) on anxiety among intermediate students.
- 4.03 To see the significant effect of sex (male and female) and personality as psychoticism (high and low) on anxiety among intermediate students.
- 4.04 To see the significant effect of sex (male and female) and personlaity as dogmatism (high and low) on anxiety among intermediate students.
- 4.05 To see the significant effect of sex (male and female) and personality as ego ideal (high and low) on anxiety among intermediate students.
- 4.06 To see the significant effect of sex (male and female) and personality as alienation (high and low) on anxiety among intermediate sutdents.
- 4.07 To see the significant effect of sex (male and female) and personality as emotional instability (high and low) on anxiety among intermediate students.
- 4.08 To see the significant effect of sex (male and female)

and personality as self confidence (high and low) on anxiety among intermediate students.

4.09 To see the significant effect of sex (male and female) and personality as empathy (high and low) on anxiety among intermediate students.

4.10 To see the significant effect of sex (male and female) and personality as dominance (high and low) on anxiety among intermediate students.

5. To see the significant effect of sex (male and female) and different personality factors on mental health.

5.01 To see the significant effect of sex (male and female) and personality as social desirability (high and low) on mental health among intermediate students.

5.02 To see the significant effect of sex (male and female) and personality as extraversion (high and low) on mental health among intermediate students.

5.03 To see the significant effect of sex (male and female) and personality as psychoticism (high and low) on mental health among intermediate students.

5.04 To see the significant effect of sex (male and female) and personality as dogmatism (high and low) on mental health among intermediate students.

- 5.05 To see the significant effect of sex (male and female) and personality as ego ideal (high and low) on mental health among intermediate students.
- 5.06 To see the significant effect of sex (male and female) and personality as alienation (high and low) on mental health among intermediate students.
- 5.07 To see the significant effect of sex (male and female) and personality as emotional instability (high and low) on mental health among intermediate students.
- 5.08 To see the significant effect of sex (male and female) and personality as self confidence (high and low) on mental health among intermediate students.
- 5.09 To see the significant effect of sex (male and female) and personality as empathy (high and low) on mental health among intermediate students.
- 5.10 To see the significant effect of sex (male and female) and personality as dominance (high and low) on mental health among intermediate students.
- 6. To see the significant effect of sex (male and female) and academic achievement (success and failure) on anxiety among intermediate students.
- 7. To see the significant effect of sex (male and female) and

academic achievement (success and failure) on mental health among intermediate students.

## **HYPOTHESIS OF THE PRESENT STUDY**

1. There is no significant difference of anxiety between male and female success and failures of academic achievement.
  - 1.01 There is no significant difference of anxiety between success male art and success male science of academic achievement students.
  - 1.02 There is no significant difference of anxiety between success female art and success female science of academic achievement students.
  - 1.03 There is no significant difference of anxiety between success male art and success female art of academic achievement students.
  - 1.04 There is no significant difference of anxiety between success male science and success female science of academic achievement students.
  - 1.05 There is no significant difference of anxiety between failure male art and failure male science of academic achievement students.
  - 1.06 There is no significant difference of anxiety between

failure female art and failure female science of academic achievement students.

- 1.07 There is no significant difference of anxiety between failure male art and failure female art of academic achievement students.
- 1.08 There is no significant difference of anxiety between failure male science and failure female science of academic achievement students.
- 1.09 There is no significant difference of anxiety between success male and success female of academic achievement students.
- 1.10 There is no significant difference of anxiety between failure male and failure female of academic achievement students.
- 1.11 There is no significant difference of anxiety between success male and failure male of academic achievement students.
- 1.12 There is no significant difference of anxiety between success female and failure female of academic achievement students.
- 1.13 There is no significant difference of anxiety between success and failure of academic achievement students.

2. There is no significant difference of personality factors between male and female of success and failures of academic achievement.
  - 2.01 There is no significant difference of different personality factors between success male art and success male science of academic achievement students.
  - 2.02 There is no significant difference of different personality factors between success female art and success female science of academic achievement students.
  - 2.03 There is no significant difference of different personality factors between success male art and success female art of academic achievement students.
  - 2.04 There is no significant difference of different personality factors between success male science and success female science of academic achievement students.
  - 2.05 There is no significant difference of different personality factors between failure male art and failure male science of academic achievement students.

- 2.06 There is no significant difference of different personality factors between failure female art and failure female science of academic achievement students.
- 2.07 There is no significant difference of different personality factors between failure male art and failure female art of academic achievement students.
- 2.08 There is no significant difference of different personality factors between failure male science and failure female science of academic achievement students.
- 2.09 There is no significant difference of different personality factors between success male and success female of academic achievement students.
- 2.10 There is no significant difference of different personality factors between failure male and failure female of academic achievement students.
- 2.11 There is no significant difference of different personality factors between success male and failure male of academic achievement students.
- 2.12 There is no significant difference of different personality factors between success female and failure female of academic achievement students.

- 2.13 There is no significant difference of different personality factors between success and failure of academic achievement students.
3. There is no significant difference of mental health between male and female of success and failures of academic achievement.
- 3.01 There is no significant difference of mental health between success male art and success male science of academic achievement students.
- 3.02 There is no significant difference of mental health between success female art and success female science of academic achievement students.
- 3.03 There is no significant difference of mental health between success male art and success female art of academic achievement students.
- 3.04 There is no significant difference of mental health between success male science and success female science of academic achievement students.
- 3.05 There is no significant difference of mental health between failure male art and failure male science of academic achievement students.
- 3.06 There is no significant difference of mental health

between failure female art and failure female science of academic achievement students.

3.07 There is no significant difference of mental health between failure male art and failure female art of academic achievement students.

3.08 There is no significant difference of mental health between failure male science and failure female science of academic achievement students.

3.09 There is no significant difference of mental health between success male and success female of academic achievement students.

3.10 There is no significant difference of mental health between failure male and failure female of academic achievement students.

3.11 There is no significant difference of mental health between success male and failure male of academic achievement students.

3.12 There is no significant difference of mental health between success female and failure female of academic achievement students.

3.13 There is no significant difference of mental health between success and failure of academic achievement students.

4. There is no significant effect of sex (male and female) and different personality factors on anxiety.
- 4.01 There is no significant effect of sex (male and female) and personality as social desirability (high and low) on anxiety among intermediate students.
- 4.02 There is no significant effect of sex (male and female) and personality as extraversion (high and low) on anxiety among intermediate students.
- 4.03 There is no significant effect of sex (male and female) and personality as psychoticism (high and low) on anxiety among intermediate students.
- 4.04 There is no significant effect of sex (male and female) and personality as dogmatism (high and low) on anxiety among intermediate students.
- 4.05 There is no significant effect of sex (male and female) and personality as ego-ideal (high and low) on anxiety among intermediate students.
- 4.06 There is no significant effect of sex (male and female) and personality as alienation (high and low) on anxiety among intermediate students.
- 4.07 There is no significant effect of sex (male and female) and personality as emotional instability (high and low) on anxiety among intermediate students.

- 4.08 There is no significant effect of sex (male and female) and personality as self confidence (high and low) on anxiety among intermediate students.
- 4.09 There is no significant effect of sex (male and female) and personality as empathy (high and low) on anxiety among intermediate students.
- 4.10 There is no significant effect of sex (male and female) and personality as dominance (high and low) on anxiety among intermediate students.
- 5. There is no significant effect of sex (male and female) and different personality factors on mental health.
  - 5.01 There is no significant effect of sex (male and female) and personality as social desirability (high and low) on mental health among intermediate students.
  - 5.02 There is no significant effect of sex (male and female) and personality as extraversion (high and low) on mental health among intermediate students.
  - 5.03 There is no significant effect of sex (male and female) and personality as psychoticism (high and low) on mental health among intermediate students.
  - 5.04 There is no significant effect of sex (male and female) and personality as dogmatism (high and low) on mental health among intermediate students.

- 5.05 There is no significant effect of sex (male and female) and personality as ego ideal (high and low) on mental health among intermediate students.
- 5.06 There is no significant effect of sex (male and female) and personality as alienation (high and low) on mental health among intermediate students.
- 5.07 There is no significant effect of sex (male and female) and personality as emotional instability (high and low) on mental health among intermediate students.
- 5.08 There is no significant effect of sex (male and female) and personality as self confidence (high and low) on mental health among intermediate students.
- 5.09 There is no significant effect of sex (male and female) and personality as empathy (high and low) on mental health among intermediate students.
- 5.10 There is no significant effect of sex (male and female) and personality as dominance (high and low) on mental health among intermediate students.
- 6. There is no significant effect of sex (male and female) and academic achievement (success and failure) on anxiety among intermediate students.
- 7. There is no significant effect of sex (male and female) and academic achievement (success and failure) on mental health among intermediate students.

### **Importance of the Present study :**

Anxiety is related differentially to various school courses test anxiety is a better predictor of academic success. In fact, the anxiety achievement relationship is a complex phenomenon which can not be ascertained by the two variables. Research using multivariate procedured has shown the complexity of this relationship. The compositive achievement score might reflect the combined facilitative and debilitative effects of anxiety, it is now thought desirable to consider achievement scores in different subjects areas separately. The uselessness of this contention is evident in recent studies where the magnitude to a negative relationship between anxiety and academic achievement varied with the nature and content of the course general and test anxiety measures have been also correlated with a number of personality variables.

Consequently the present study is an important attempt to develop a rich and regorous explanation of anxiety.

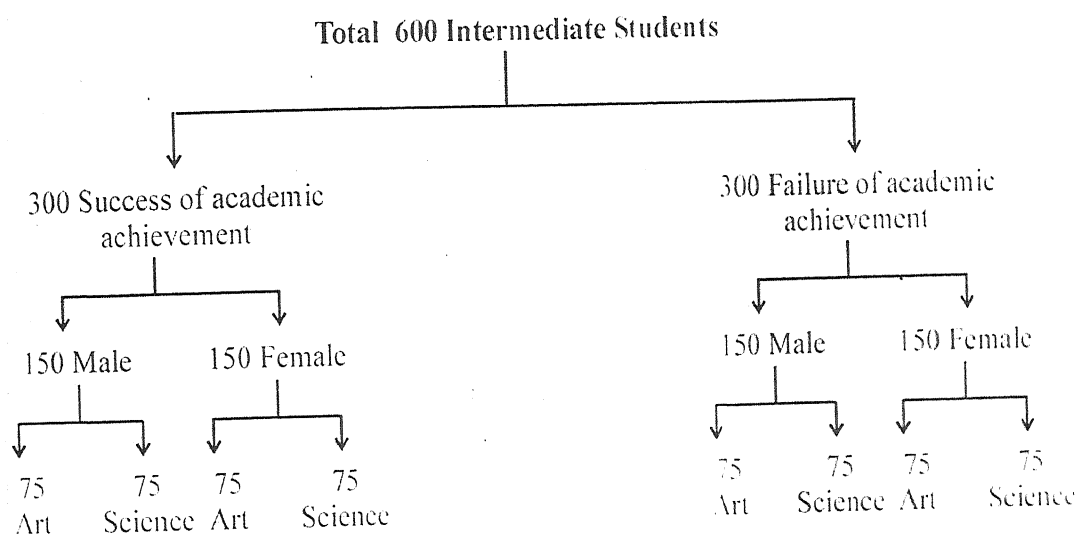
### **RESEARCH METHODOLOGY :**

a. **Sample :** "Good result can be expected from a good sample.

In the present study 300 male and 300 female intermediate students of District Jalaun were included in the sample.

The subjects were included in the age range of 17-20 years. The subjects were selected through stratified random sampling technique. The subjects were also selected in the range of middle class socio-economics status on the basis of income and education.

Showing the plan for sample selection -



The sample was selected from the following colleges of Distt. Jalaun.

We took 75 success male students of Intermediate belonging to the science group.

We took 75 success male students of intermediate belonging to the art group.

We took 75 success female students of Intermediate belonging to the art group.

We took 75 success female students of Intermediate belonging to the science group.

We too 75 failure male students of Intermediate belonging to the art group.

We took 75 failure male students of Intermediate belonging to the science group.

We took 75 failure female students of Intermediate belonging to the art group.

We took 75 failure female students of Intermediate belonging to the science group.

#### **b. Research Design and Variables involved :**

The present study is concern with the effect of sex, different personality factors on the anxiety and mental health of success and failures of academic achievement. An ex-post facto design was considered suitable for the present study. The present study is an exploratory nature in which the independent variables have already occurred and researcher starts with the observations of the dependent variables are studied in respect of their possible relations and effect on dependent variable.

Thus there are two types of variables in the present study :

- |    |                       |                                                   |
|----|-----------------------|---------------------------------------------------|
| 1. | Independent variables | (i) Sex                                           |
|    |                       | (ii) Different personality Factors                |
|    |                       | (iii) Success and failure of academic achievement |
| 2. | Dependent variables   | Anxiety                                           |
|    |                       | Mental Health                                     |

c. **Tools :** "Skill in choice and use of research instrument is essential to the success to the study and the validity of its results and conclusion."

The following tools were used for the data collection.

1. Anxiety test by Dr. Taresh Bhatia and Dr.A.K. Srivastava.
2. Multi- Variable personality inventory by Dr. Taresh Bhatia and Arunima pathak.
3. Mental Health Scale (MHS)- By Dr. Taresh Bhatia and Dr. S.C. Sharma.
4. Socio Economic- Status scale by Dr. S.P. Kulshrestha.

**d. Process :**

After selecting the research problem the researcher has chosen Inter Colleges of boys and girls whose names are following-

1. Government Girls Inter College, Orai
2. Government Inter College, Orai
3. Sanatan Dharam Inter College, Orai
4. Gandhi Inter College, Orai
5. Sarvodaya Inter College, Orai
6. Jila Parishad Inter College, Nadigaon
7. Arya Kanya Inter College, Orai
8. Nehru Audogic Inter College, Sarsee
9. Swantra Senani Inter College, Kushmiliya
10. Chhatrasal Inter College, Jalaun
11. Tej Singh Ashirvad Inter College, Orai
12. Dayanand AngloVedic Inter College, Orai
13. Tej Singh Ashirvad Balika Inter College, Orai
14. Sanatan Dharam Balika Inter College, Orai

The researcher went to the colleges and met the principals and requested them to seek permission for administration of psychological test to the students class XII.

After getting permission from the principals of the colleges the researcher selected 75 boy and girl students of science and art group, success and failure of class XII.

After selecting the sample the researcher explained all the instructions to the students before requesting the students to fill the test papers. They were asked to answer freely, frankly and to the point. No time limit was enforced but they were asked not to waste time, when the students had filled the test papers the researcher collected the test papers.

**e. Statistical Technique Used :**

After collecting data, researcher used statistical calculation as mean, standard deviation, critical ratio, F-ratio. Degree of freedom. The formula are as follow.

The Formula of Mean is-

$$\text{Mean} = \sqrt{\frac{\sum x}{N}}$$

The Formula of S.D. is-

$$\text{S.D.} = \sqrt{\frac{\sum d^2}{N}}$$

The formula of Critical ratio is -

$$\text{CR} = \sqrt{\frac{M_1 - M_2}{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

The Formula of Degree of Freedom-

$$\text{df} = (N_1 - 1) + (N_2 - 1)$$

Analysis of Variance -

$$\text{F-ratio} = \frac{\text{Mean square between groups}}{\text{Mean square within groups}}$$

### **Data Analysis and Conclusion :**

The results have been presented according to the following scheme.

A mention of this may facilitate to understand the whole view of the work done.

- Part A Overall comparison of anxiety between male and female success & failure of academic achievement.
- Part B Overall comparison of different personality factors between male and female success & failure of academic achievement.
- Part C Overall comparison of mental health between male and female success & failure of academic achievement.
- Part D The effect of sex (male & female) and different personality factors on anxiety.
- Part E The effect of sex (male & female) and different personality factors on mental health.
- Part F The effect of sex (male & female) and academic achievement (success & failure) on anxiety.
- Part G The effect of sex (male & female) and academic achievement (success & failure) on mental health.

The researcher found the following conclusions :

1. The art male students have significantly high academic and vocational worries and also high guilt and shame than male science students.

2. The success female art students have significantly high physiological manifestation, psychological manifestation, family anxieties and also high anxieties regarding love and friendship than success female science students.

3. The success science male students have significantly high anxiety than the success female science students.

4. There is no significant difference between the anxiety of male art and male science failure students.

5. The success male students have significantly high academic & vocational worries than failure male students.

6. The success students have significantly high guilt & shame than failure students.

7. The success female students have significantly high personality factors as ego-ideal, alienation, emotional instability and dominance than the male success students.

8. The success male students have significantly high personality as the extraversion, dogmatism, alienation, empathy and dominance than failure male students.

9. The success students have significantly high personality as extraversion, dogmatism, ego-ideal, alienation, self-confidence, empathy and dominance than failure students.

10. The success students have significantly high mental health as realistic, joyful living, autonomy and social maturity than failure students.
11. The personality factors as psychoticism, dogmatism, alienation, emotional instability significantly effect the anxiety.
12. The personality factors as social desirability, extraversion, psychoticism, dogmatism, ego-ideal, alienation, self-confidence, empathy and dominance significantly effect the mental health.
13. The sex (male and female) significantly effect the anxiety of the students but academic achievement (success and failure) do not effect the anxiety.
14. The sex (male and female) also significantly effect the mental health of the Intermediate students.
15. The academic achievement (success and failure) also significantly effect the mental health.
16. The interaction effect of sex (male and female) and academic achievement (success and failure) do not significantly effect the anxiety and mental health.



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Success Male Art																											
Anxiety													Personality										Mental Health				
S.N.	a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total
1	0	1	8	2	3	4	0	5	3	6	32	9	8	4	9	10	10	7	10	7	9	40	44	44	34	34	196
2	1	0	2	3	2	0	0	3	1	3	15	9	8	7	5	7	6	1	9	9	9	45	42	47	40	36	210
3	2	5	8	4	6	5	1	7	5	6	49	5	8	6	9	4	8	5	6	6	6	21	21	16	13	12	83
4	2	2	5	4	4	3	3	6	4	7	40	5	9	7	9	6	6	5	6	8	6	39	40	37	25	28	169
5	6	6	7	4	8	4	5	6	7	7	60	5	5	3	8	7	7	7	8	7	7	30	40	37	37	33	177
6	5	4	5	3	3	3	4	7	6	7	47	5	6	4	6	7	5	2	9	7	8	33	37	39	31	36	176
7	5	3	2	3	2	3	2	3	2	7	32	4	9	8	6	7	7	4	4	7	6	41	41	33	21	29	165
8	2	2	2	1	3	4	7	6	3	6	36	4	4	7	6	7	4	2	6	6	6	32	39	38	32	31	172
9	4	7	8	6	7	5	9	7	4	10	67	6	6	1	5	8	7	6	8	9	7	31	37	46	20	37	171
10	1	4	3	1	2	5	2	3	4	5	30	10	8	6	8	8	8	1	10	8	9	34	46	25	38	42	185
11	6	4	4	4	8	6	3	7	4	7	53	6	5	2	7	6	6	3	6	9	3	28	32	35	29	26	150
12	3	3	2	3	2	3	0	2	2	3	23	7	5	8	3	4	5	4	6	7	6	46	41	46	26	38	197
13	0	5	4	6	8	5	3	5	4	7	47	6	4	4	7	6	7	5	7	6	6	26	34	26	34	18	138
14	2	4	3	2	4	3	4	5	4	2	33	7	3	7	6	5	3	4	7	8	9	34	41	37	30	31	173
15	6	5	8	7	6	9	7	6	7	4	65	7	5	5	4	6	5	2	6	8	3	27	36	37	35	32	167
16	10	7	7	7	6	8	7	8	5	9	74	5	3	0	3	6	5	7	2	8	2	34	33	31	28	30	156
17	1	1	0	3	2	0	1	1	0	3	12	5	5	9	2	1	4	7	6	6	6	29	31	33	41	33	167
18	1	6	3	3	5	4	1	3	4	5	35	9	7	6	7	5	5	3	6	9	8	32	36	29	35	40	172

19	4	1	5	5	5	4	1	4	8	5	42	7	7	3	4	6	6	5	5	4	7	24	30	30	35	34	153
20	0	1	2	2	4	2	1	1	3	1	17	7	8	6	6	7	5	0	7	8	7	28	32	34	32	32	158
21	4	7	6	7	9	4	4	7	5	9	62	9	6	2	8	10	9	8	10	10	7	47	47	46	31	39	210
22	2	3	2	3	2	1	2	7	0	5	27	7	7	8	4	3	6	7	8	7	6	32	32	36	38	38	176
23	1	3	2	3	3	6	1	2	1	3	25	7	6	7	5	4	5	5	6	9	3	28	32	38	29	35	162
24	1	2	2	6	2	4	1	2	2	2	24	7	6	6	5	3	6	6	6	9	4	28	29	38	30	34	159
25	1	4	4	4	5	3	3	4	5	5	38	9	5	5	8	7	7	6	9	9	8	26	36	36	34	36	168
26	0	0	1	1	4	4	1	1	2	2	16	7	8	5	8	5	6	0	7	7	7	32	30	36	30	28	156
27	1	4	1	5	2	3	1	2	4	5	28	5	6	7	7	1	6	7	5	8	1	38	32	30	36	36	172
28	3	4	1	4	1	3	1	4	0	5	26	7	6	7	5	4	5	6	6	9	3	28	33	38	32	38	169
29	1	2	0	3	5	2	3	3	1	5	25	5	5	6	6	1	3	3	6	6	5	33	35	28	34	36	166
30	6	7	4	8	6	7	9	7	9	7	70	7	3	1	5	4	6	5	8	8	6	36	27	35	29	19	146
31	2	1	5	5	6	3	5	5	4	3	39	9	5	4	6	6	7	9	6	5	6	31	29	27	35	24	146
32	5	5	2	4	5	4	5	8	2	5	45	7	5	5	4	7	5	3	5	8	6	34	28	28	36	34	160
33	2	2	4	1	3	5	2	4	2	2	27	3	3	10	3	3	4	3	3	5	2	31	38	41	27	33	170
34	3	8	8	7	8	5	4	6	8	8	65	8	5	4	4	3	8	4	4	9	6	44	44	42	16	22	168
35	7	4	4	5	6	2	3	8	4	5	48	6	4	7	8	9	7	7	3	8	5	32	37	34	30	26	159
36	4	5	6	2	4	3	8	5	4	2	43	5	7	8	6	7	7	0	8	10	9	44	42	41	30	32	189
37	6	6	6	8	5	5	4	5	9	6	60	6	4	2	9	9	8	8	8	10	7	40	47	48	20	34	189
38	4	3	3	6	3	3	3	4	7	5	41	9	5	7	4	3	9	5	8	8	7	44	47	34	20	44	189
39	4	3	5	1	6	3	3	3	4	2	34	8	4	6	7	9	6	3	8	8	6	40	40	40	28	30	178

40	2	1	4	3	5	5	2	5	2	6	35	8	4	6	4	6	4	1	5	6	7	36	40	34	21	31	162
41	5	7	5	6	5	6	7	6	7	8	62	9	4	1	10	10	9	6	9	9	8	23	16	18	42	38	137
42	4	5	4	5	4	8	4	5	3	6	48	5	6	3	4	5	4	6	7	8	5	46	44	36	24	30	180
43	2	3	3	3	1	7	4	6	3	4	36	7	7	6	8	9	3	1	7	9	8	41	37	36	31	42	187
44	5	3	4	8	2	3	7	5	4	3	44	7	4	5	3	2	1	5	8	6	3	42	30	32	31	15	150
45	9	7	6	5	5	6	7	6	5	7	63	7	3	4	9	5	6	6	9	9	6	32	30	28	30	35	155
46	0	0	2	3	1	2	0	2	0	0	10	7	9	7	7	9	4	2	8	10	7	36	32	35	38	34	175
47	6	5	5	3	3	6	5	4	7	5	49	10	8	7	5	10	4	4	10	9	9	34	46	48	46	35	209
48	1	5	6	7	5	1	9	7	7	7	55	4	5	2	9	6	7	6	7	9	9	32	31	43	25	33	164
49	4	5	3	2	1	7	8	5	4	2	41	5	8	9	7	6	3	4	1	5	2	32	30	25	38	20	145
50	4	8	4	5	7	3	5	8	4	2	50	2	1	3	4	5	8	9	7	3	4	32	20	38	40	40	170
51	0	3	3	3	1	2	1	3	2	4	22	8	8	8	7	9	6	3	8	6	7	41	41	35	22	33	172
52	3	6	4	5	6	6	6	6	5	4	51	4	4	5	5	5	7	6	4	4	5	40	40	36	26	34	176
53	4	5	3	8	2	4	1	5	3	2	37	6	5	4	8	2	3	4	5	2	1	25	32	30	35	25	147
54	2	4	5	3	8	9	4	5	3	2	45	6	8	5	4	3	1	2	5	4	3	30	25	15	21	28	119
55	4	5	3	8	2	9	7	5	2	1	46	2	5	7	1	2	5	7	8	2	1	15	20	25	38	37	135
56	2	4	5	3	1	2	7	5	9	2	40	2	8	3	2	4	5	2	1	9	8	45	31	35	25	18	154
57	4	2	1	3	1	0	5	2	1	4	23	3	2	0	5	4	8	2	7	9	1	23	20	31	28	19	121
58	4	5	2	1	3	1	4	10	5	2	37	2	0	4	8	5	9	2	3	10	4	25	20	18	15	16	94
59	2	4	5	3	2	0	4	5	2	9	36	3	4	5	0	8	2	9	1	4	5	15	21	32	30	18	116
60	3	3	6	2	3	6	7	7	8	2	47	7	6	3	8	10	8	2	10	7	9	34	41	44	32	29	180

61	2	2		3	4	5	4	4	8	6	6	44	6	4	5	7	5	9	5	1	7	4	32	33	34	31	26	156
62	2	4		5	3	1	4	2	3	9	4	37	8	9	7	5	2	1	4	3	1	2	30	25	38	39	20	152
63	7	3	4	8	5	9	2	8	0	3	49	5	4	2	4	3	8	2	1	0	2	25	28	30	15	30	128	
64	2	8	5	0	3	4	2	2	8	5	3	40	3	2	8	0	5	4	2	3	8	2	35	45	40	42	30	192
65	8	5		4	3	1	2	7	5	2	4	41	5	3	2	4	9	2	8	5	1	2	31	20	21	15	35	122
66	6	2	8	3	4	5	2	4	2	1	37	5	8	2	9	7	4	5	2	1	5	30	35	15	20	18	118	
67	7	2	5	4	3	1	8	9	2	4	45	3	5	8	2	4	3	1	2	5	8	35	35	20	18	10	118	
68	2	5	8	3	1	4	0	7	9	2	41	4	2	5	8	3	9	2	4	5	2	30	18	13	41	22	124	
69	2	0	3	5	6	5	7	7	7	6	48	8	7	5	10	7	7	5	7	8	7	37	44	38	24	34	177	
70	4	4	5	5	2	4	6	4	1	3	38	10	6	5	9	7	6	3	9	9	8	37	39	39	32	31	178	
71	2	3	4	5	4	1	2	5	1	3	30	7	8	8	4	5	6	5	4	6	7	38	37	46	23	34	178	
72	2	2	1	4	2	1	0	2	2	3	19	8	6	7	5	6	7	2	7	9	8	36	30	25	35	38	164	
73	4	5	2	3	4	5	4	8	4	2	41	7	6	6	7	7	6	3	10	8	6	40	39	44	24	34	181	
74	7	5	2	0	4	2	9	8	3	1	41	3	8	5	2	4	1	0	2	9	2	21	25	38	30	30	144	
75	4	2	5	3	2	8	1	9	2	3	39	7	8	5	9	7	6	4	3	5	2	37	35	30	25	28	155	

Failure Male Art																											
Anxiety													Personality										Mental Health				
S.N.	a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total
1	9	4	4	5	5	4	7	2	6	5	51	4	5	5	6	6	3	4	5	5	10	27	37	25	26	31	146
2	7	5	8	7	5	5	8	7	7	6	65	4	6	4	6	3	7	6	4	5	3	30	24	29	24	25	132
3	4	5	2	2	4	3	5	2	2	1	30	4	2	2	3	5	2	10	6	7	8	25	20	35	32	38	150
4	1	0	2	3	2	2	4	3	5	1	23	8	7	2	8	7	6	4	9	8	7	36	38	40	26	28	168
5	7	8	6	7	5	7	8	7	6	7	68	7	4	5	6	7	6	2	10	9	6	35	40	35	28	31	169
6	7	4	4	6	5	3	4	8	7	5	53	8	4	5	1	5	6	7	8	5	4	35	31	27	34	27	154
7	2	4	3	2	0	2	1	2	3	2	21	7	2	3	5	8	7	1	5	4	2	37	40	32	39	35	183
8	3	4	7	6	8	6	6	7	9	5	61	8	6	5	10	10	9	4	10	8	8	32	40	49	39	38	198
9	5	2	6	3	6	3	3	3	2	2	35	7	5	5	7	6	6	1	7	7	8	38	32	28	20	29	147
10	4	5	4	4	3	3	3	7	2	8	43	10	7	2	9	10	7	5	9	7	5	30	46	42	23	41	182
11	1	2	6	4	5	9	3	4	5	5	44	8	4	2	7	9	10	8	6	7	6	37	47	36	19	29	168
12	8	2	2	5	5	3	1	4	2	5	37	7	2	8	8	5	4	2	3	1	4	38	20	28	40	30	156
13	2	4	4	5	3	2	5	6	2	5	38	9	1	7	3	8	2	5	5	7	3	39	28	47	32	29	175
14	3	3	5	4	7	9	5	2	1	2	41	7	7	10	5	1	5	6	2	9	2	15	38	42	37	32	164
15	7	7	6	5	5	8	2	5	6	2	53	5	5	2	4	3	1	2	0	4	5	38	20	28	25	37	148
16	7	3	5	5	2	3	1	4	2	3	35	8	8	4	5	9	5	1	5	6	2	32	37	38	20	18	145
17	2	4	5	7	2	8	2	5	2	3	40	9	2	5	4	8	2	9	5	9	2	28	34	31	39	17	149
18	5	4	4	2	8	8	7	3	4	5	50	8	2	3	4	3	9	2	5	1	3	18	35	25	38	37	153

19	4	4	7	3	2	6	9	8	4	2	49	2	8	9	2	6	5	4	5	3	4	32	38	28	18	30	146
20	5	4	3	3	6	2	1	0	5	2	31	7	5	5	8	8	2	4	6	2	3	20	25	18	35	40	138
21	4	2	1	5	3	8	7	6	2	5	43	9	2	5	8	3	4	2	1	7	3	19	35	41	28	24	147
22	2	1	1	5	4	3	2	0	7	3	28	7	4	5	9	2	6	3	1	4	8	17	13	15	25	18	88
23	1	1	4	5	8	2	3	4	2	1	31	3	3	5	5	5	6	8	2	1	1	35	38	45	25	18	161
24	2	4	1	1	0	5	2	4	2	3	24	7	3	7	2	2	4	5	2	3	1	20	15	18	35	20	108
25	4	4	2	2	10	1	5	2	3	3	36	4	7	5	5	3	2	8	5	2	4	35	37	27	19	10	128
26	2	4	4	5	2	3	3	1	4	5	33	9	2	1	1	5	0	7	10	5	3	19	29	34	25	30	137
27	8	2	2	4	2	2	4	5	4	6	39	6	4	5	5	4	7	5	6	7	6	40	35	40	24	34	173
28	7	6	8	6	5	1	5	3	6	6	53	5	5	6	4	4	6	5	6	3	5	45	36	41	31	29	182
29	0	1	2	4	4	1	1	2	4	1	20	6	6	8	7	10	5	3	6	7	5	28	33	35	28	35	159
30	3	2	3	2	4	1	1	3	4	3	26	10	9	6	9	8	7	2	9	10	7	41	41	48	36	30	196
31	4	5	2	7	3	2	1	4	2	3	33	7	3	8	2	9	1	5	5	4	6	25	38	32	37	28	160
32	3	4	3	1	2	4	6	7	5	1	36	4	4	5	3	8	9	9	5	2	2	26	27	29	27	28	137
33	1	0	3	2	3	2	3	5	2	4	25	4	6	8	3	2	6	4	1	4	2	35	39	35	28	37	174
34	6	4	5	3	6	7	6	3	6	7	53	8	3	8	7	3	7	5	5	3	5	27	34	28	19	30	138
35	2	2	1	1	6	3	4	4	1	6	30	3	5	4	2	1	2	4	1	2	3	29	25	25	31	27	137
36	5	6	6	7	6	5	5	5	6	6	57	2	3	4	6	5	5	4	7	8	8	33	45	41	40	37	196
37	4	4	5	2	6	7	3	2	1	2	36	7	4	3	2	8	7	6	3	2	5	32	28	35	15	20	130
38	2	8	9	1	6	4	2	5	3	2	42	7	3	8	1	2	4	5	6	3	1	32	38	39	20	18	147
39	2	8	3	4	3	5	2	1	4	3	35	6	6	6	2	7	2	1	5	2	1	32	30	18	29	20	129

40	5	5	5	4	4	5	5	1	2	2	38	4	4	2	2	6	3	4	4	4	5	3	7	18	20	25	32	42	137
41	4	4	3	5	7	2	1	2	2	4	34	3	3	3	4	5	5	2	3	3	2	2	1	18	20	10	28	20	96
42	2	7	5	3	2	4	5	8	2	3	41	7	7	3	9	5	4	6	9	2	8	2	20	25	25	38	11	119	
43	7	3	5	5	8	2	10	2	1	0	43	4	4	4	5	2	3	8	2	7	3	4	30	20	28	22	32	132	
44	7	3	8	10	7	9	4	3	4	5	60	9	10	8	2	8	6	7	6	5	2	2	38	32	42	38	28	178	
45	5	5	3	4	2	0	7	0	2	3	31	9	7	3	5	2	4	2	1	3	2	2	28	32	38	20	20	138	
46	4	2	3	1	5	1	2	2	5	2	27	4	4	4	10	5	3	8	2	4	2	5	30	32	28	38	20	148	
47	5	8	2	1	1	2	2	5	4	2	32	7	3	9	1	2	4	4	3	5	3	18	20	10	29	19	96		
48	3	5	8	4	2	4	0	2	3	8	39	2	2	2	9	9	4	2	5	1	3	4	30	20	38	32	39	159	
49	1	3	2	4	2	2	5	2	3	2	26	3	3	3	4	8	2	9	1	8	9	3	20	38	30	29	37	154	
50	4	4	5	6	8	2	10	10	1	1	51	7	7	7	8	8	5	8	4	2	0	7	47	35	38	18	19	157	
51	4	2	4	3	2	5	2	8	2	1	33	8	5	3	1	3	8	9	9	9	10	2	30	22	27	18	25	122	
52	6	4	7	3	8	2	5	5	2	1	43	2	2	2	8	2	3	4	5	3	0	1	37	35	45	38	40	195	
53	5	5	8	8	8	7	3	4	2	5	55	9	7	6	8	8	5	4	3	2	8	2	38	45	37	20	22	162	
54	7	3	6	9	4	5	2	8	3	1	48	9	8	3	4	7	5	10	8	10	1	38	38	45	29	27	177		
55	7	3	2	8	5	7	8	5	5	7	57	7	3	8	3	3	4	5	8	2	3	4	40	35	47	37	32	191	
56	3	4	5	2	2	1	3	2	0	0	22	7	3	3	4	5	2	3	3	4	2	5	32	25	20	18	19	114	
57	9	4	4	5	5	4	7	2	0	2	42	4	5	5	5	6	6	3	4	5	5	10	27	37	35	16	31	146	
58	2	3	1	2	1	4	2	5	2	1	23	7	4	4	5	6	7	6	2	10	9	6	35	40	35	18	31	159	
59	3	4	7	6	8	6	6	7	8	4	59	8	6	6	5	10	10	9	4	10	8	8	32	40	49	39	38	198	
60	7	5	3	5	6	4	2	0	0	1	33	8	2	2	5	3	1	2	5	2	1	2	37	25	38	18	19	137	

61	5	3	2	4	2	1	3	4	3	2	29	7	6	2	3	4	5	8	2	3	7	32	25	38	30	20	145
62	2	4	5	2	0	4	3	8	2	4	34	8	6	5	9	9	4	7	7	3	2	25	18	32	30	35	140
63	2	3	4	5	2	1	4	3	7	7	38	7	7	7	8	2	3	9	9	10	5	25	28	32	19	27	131
64	2	0	0	3	5	2	1	4	3	2	22	8	3	4	5	2	0	10	9	7	3	23	22	28	32	18	123
65	7	4	4	5	4	2	6	3	7	5	47	8	4	5	1	5	6	7	0	5	4	35	31	27	34	37	164
66	5	2	6	3	6	3	3	3	2	2	35	7	5	5	7	6	6	1	7	7	7	37	30	28	20	29	144
67	1	0	2	1	2	2	3	2	5	1	19	8	7	2	6	6	5	5	8	7	6	36	38	40	26	20	160
68	6	4	7	6	5	5	8	7	7	6	61	4	4	5	2	4	7	8	6	2	3	30	20	25	34	25	134
69	3	4	7	6	8	5	5	6	8	4	56	7	7	5	10	10	8	4	9	8	8	32	40	42	37	30	181
70	1	1	3	0	5	3	5	2	4	1	25	7	3	5	4	2	3	2	4	2	1	30	28	25	19	17	119
71	3	3	2	0	6	5	2	1	4	2	28	8	5	2	1	0	0	0	4	3	2	20	28	32	30	38	148
72	6	4	5	3	2	4	5	2	8	2	41	7	4	5	8	3	6	2	0	1	1	29	37	32	40	45	183
73	3	5	8	2	4	5	2	3	7	2	41	8	2	3	2	4	5	0	0	9	7	25	29	33	42	38	167
74	4	3	4	5	2	1	3	0	3	4	29	9	2	7	4	3	4	2	5	8	4	23	32	37	43	42	177
75	5	3	2	4	3	2	5	8	0	1	33	6	4	3	2	7	3	5	4	8	7	33	45	40	20	37	175

Success Male Science																											
Anxiety													Personality											Mental Health			
S.N.	a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total
1	1	3	4	3	2	3	6	4	6	4	36	6	8	6	6	8	6	6	4	4	5	30	37	33	22	35	157
2	7	5	2	3	0	0	1	4	5	2	29	8	3	5	4	4	2	2	1	3	2	29	36	36	29	35	165
3	0	3	5	3	5	3	3	7	2	7	38	8	4	6	8	8	6	6	8	6	6	30	33	36	26	34	159
4	1	2	5	1	4	4	1	2	2	4	26	8	7	5	6	8	5	0	7	9	5	36	42	44	32	34	188
5	4	2	1	6	2	4	5	2	3	4	33	7	6	4	6	5	2	4	3	5	2	38	30	25	30	20	143
6	6	4	3	2	5	1	0	4	3	5	33	10	5	8	9	4	0	3	5	2	1	25	30	45	40	20	160
7	5	4	5	6	5	3	6	6	4	7	51	8	9	5	6	6	7	3	5	2	4	30	25	35	40	29	159
8	5	8	4	3	9	5	6	8	2	1	51	6	5	4	3	8	2	5	2	4	3	35	20	38	15	40	148
9	6	4	5	8	4	9	2	4	5	0	47	4	5	6	8	7	3	4	5	2	4	32	38	30	35	25	160
10	3	3	4	6	3	5	3	4	3	0	34	6	8	5	5	4	3	6	2	0	5	30	20	25	28	38	141
11	6	5	4	3	6	8	5	2	4	3	46	5	8	3	4	6	2	0	5	4	4	25	25	40	30	35	155
12	4	3	6	5	2	4	2	3	4	5	38	8	9	6	7	5	0	4	2	3	5	28	35	30	25	18	136
13	3	5	2	4	7	5	2	4	4	3	39	4	4	4	3	5	5	8	2	4	3	17	15	20	18	25	95
14	3	4	1	5	6	3	4	5	7	6	44	8	8	3	9	10	8	4	9	9	8	47	47	42	32	38	206
15	4	5	3	8	2	3	4	5	3	1	38	7	9	8	5	0	4	9	8	2	1	25	35	45	40	48	193
16	2	3	4	5	4	4	3	2	8	5	40	7	7	5	3	4	4	8	2	0	1	35	40	25	48	20	168
17	2	2	1	0	5	2	1	1	0	2	16	8	5	6	6	3	6	4	9	9	8	31	37	38	29	30	165
18	6	4	5	3	3	4	5	2	4	1	37	7	4	8	2	8	6	4	9	5	3	31	37	38	39	20	165

19	6	5	2	4	3	5	4	2	4	4	39	8	6	0	0	5	2	4	3	9	7	28	30	32	40	15	145
20	5	4	4	3	6	8	2	4	1	1	38	7	7	3	3	5	2	4	4	2	1	20	25	18	25	35	123
21	4	4	1	2	2	1	2	5	4	4	29	8	5	2	6	5	7	5	7	8	6	34	40	35	36	30	175
22	2	0	1	2	3	1	0	2	1	1	13	8	9	10	5	8	2	2	4	0	7	30	44	35	38	30	177
23	2	2	7	6	4	7	6	3	4	6	47	7	8	7	7	8	7	2	7	8	7	35	40	44	33	30	182
24	5	4	3	2	4	7	6	5	2	4	42	2	2	5	3	1	0	4	2	5	2	20	38	39	40	20	157
25	5	2	4	3	8	2	2	3	7	5	41	4	4	2	2	0	5	1	8	9	10	15	20	35	18	25	113
26	4	2	3	5	8	9	10	2	1	7	51	8	9	5	10	2	2	1	4	8	5	25	25	18	38	40	146
27	6	6	5	4	3	7	8	8	7	7	61	7	7	3	7	7	10	9	6	7	8	34	42	39	27	24	166
28	2	5	4	2	3	8	2	5	4	2	37	7	7	3	7	8	2	6	5	4	9	39	38	35	20	40	172
29	5	4	3	2	8	4	7	5	2	4	44	7	8	5	4	9	9	8	4	7	3	45	38	48	20	17	168
30	8	5	2	6	4	3	5	5	6	7	51	7	5	8	9	6	8	7	5	4	3	38	45	20	25	40	168
31	4	4	5	3	4	2	8	2	0	0	32	8	7	5	6	9	8	4	5	3	9	39	48	45	40	32	204
32	6	5	6	8	4	3	5	2	4	1	44	8	9	5	4	7	9	8	3	7	4	45	32	30	40	48	195
33	4	5	3	4	7	6	4	5	4	7	49	10	6	2	9	10	10	7	9	9	10	36	43	45	28	38	190
34	3	4	5	2	8	3	7	5	4	2	43	7	8	9	5	6	8	6	10	4	9	35	40	39	25	38	177
35	2	3	8	4	6	4	6	5	3	2	43	2	3	1	4	5	2	4	3	2	1	18	35	40	20	45	158
36	4	3	2	2	1	3	2	5	5	8	35	8	5	2	5	6	5	7	8	9	4	35	38	40	31	39	183
37	2	3	4	6	8	5	3	4	7	2	44	2	4	8	2	0	5	10	10	7	3	35	40	44	30	32	181
38	2	2	1	4	2	5	2	3	0	1	22	9	8	5	4	3	7	2	1	0	0	28	38	40	45	30	181
39	6	6	5	4	3	6	9	9	6	7	61	6	6	5	6	6	8	9	8	9	8	34	42	39	27	24	166

40	3	2	4	5	8	3	2	4	5	7	43	7	2	3	5	2	4	2	1	1	3	20	25	38	18	40	141
41	2	2	5	5	3	0	0	1	2	4	24	7	8	5	2	4	3	0	2	1	9	44	18	20	39	40	161
42	3	5	2	4	3	7	2	8	5	2	41	8	5	4	9	7	6	3	4	5	2	35	38	45	27	40	185
43	3	3	0	6	2	5	4	4	5	2	34	5	6	5	8	9	6	4	10	9	9	37	37	40	31	34	179
44	3	5	3	4	0	2	2	4	5	3	31	7	7	8	5	5	10	2	3	1	4	35	40	40	35	38	188
45	2	2	4	5	5	8	2	3	0	1	32	7	7	8	10	9	10	5	8	2	0	30	35	38	30	40	173
46	5	6	7	8	2	3	9	4	5	2	51	9	9	8	5	6	7	8	4	5	2	30	15	32	45	18	140
47	4	2	3	3	3	7	2	6	6	4	40	7	5	8	4	5	2	4	3	8	5	37	40	35	31	38	181
48	4	5	2	3	8	5	4	3	7	2	43	7	8	5	9	8	10	4	5	2	3	32	38	39	30	40	179
49	4	5	8	3	2	4	5	7	3	2	43	7	6	0	3	5	1	3	2	4	2	37	35	40	45	38	195
50	4	5	6	6	3	6	3	4	5	6	48	9	8	3	6	10	8	4	8	10	7	35	38	37	40	45	195
51	2	2	4	5	8	2	3	4	5	2	37	2	8	5	4	3	0	0	10	5	6	30	25	37	15	20	127
52	7	8	5	2	4	3	9	8	5	2	53	5	8	4	6	3	7	4	5	2	4	28	37	40	20	35	160
53	2	4	5	3	6	8	2	7	6	5	48	8	5	7	9	8	3	4	4	2	8	45	30	38	36	40	189
54	0	1	1	3	2	2	1	1	0	2	13	6	5	9	4	8	3	1	5	7	3	35	37	34	36	32	174
55	2	5	4	3	7	3	2	4	5	5	40	8	8	5	4	3	3	7	0	2	4	32	29	27	40	25	153
56	5	5	5	7	3	4	2	2	5	1	39	6	6	7	5	4	6	3	0	4	5	32	40	40	25	28	165
57	6	5	6	5	5	3	1	5	10	4	50	8	7	2	7	10	8	9	9	9	10	33	30	36	25	33	157
58	4	5	3	7	6	6	4	5	2	3	45	7	7	7	4	5	5	3	8	9	7	30	32	45	39	39	185
59	7	7	7	4	5	5	8	4	4	3	54	8	8	8	7	3	4	4	5	5	3	38	37	39	32	30	176
60	6	7	5	8	4	4	3	2	4	5	48	7	3	4	5	2	4	4	8	3	5	30	30	45	35	32	172

61	4	4	4	6	5	5	7	7	3	3	2	46	5	5	3	4	7	7	2	4	5	8	25	38	30	37	47	177
62	4	2	2	3	5	5	5	0	7	3	4	35	2	2	3	5	4	9	1	7	3	8	29	23	35	38	45	170
63	9	7	8	4	9	5	5	3	0	7	1	53	4	4	8	8	10	10	3	3	4	4	17	20	32	19	35	123
64	2	3	2	6	6	6	6	1	2	3	6	37	8	3	4	3	7	7	5	8	8	2	30	27	38	45	40	180
65	1	2	3	3	5	3	3	6	5	1	4	33	7	6	5	5	6	6	7	2	8	7	32	31	35	29	34	161
66	4	8	5	3	7	2	10	5	4	2	2	50	5	7	8	9	4	3	0	5	4	9	32	38	45	40	48	203
67	8	2	2	5	4	3	7	7	6	4	2	43	9	7	5	8	4	3	5	2	4	8	32	38	29	24	30	153
68	2	0	2	2	0	0	0	0	3	0	2	11	5	7	9	4	8	5	0	10	9	6	36	36	38	37	34	181
69	7	5	8	6	8	3	5	5	4	3	2	51	7	7	5	6	8	9	10	5	6	2	32	27	38	37	40	174
70	0	2	1	4	0	5	3	3	2	0	4	21	6	5	9	8	10	6	5	8	9	6	38	40	36	33	32	179
71	5	4	8	3	3	7	7	7	5	4	2	48	7	6	5	4	9	1	3	0	8	2	32	38	30	35	25	160
72	2	2	4	5	3	2	1	4	2	5	30	7	7	7	5	4	4	8	2	3	0	0	20	35	40	35	38	168
73	4	4	3	7	5	2	2	2	4	0	1	32	2	2	5	3	3	8	4	4	3	2	37	39	35	38	40	189
74	7	2	2	4	5	3	8	8	2	1	1	35	7	2	2	4	3	2	2	5	8	2	15	20	38	40	20	133
75	0	0	0	1	2	3	1	1	2	3	1	13	7	3	5	4	2	3	4	1	2	5	35	30	32	25	38	160

Failure Male Science																											
Anxiety													Personality										Mental Health				
S.N.	a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total
1	5	2	3	6	4	5	3	4	6	5	43	9	4	6	8	7	9	2	9	9	7	37	38	40	34	34	183
2	4	3	3	4	2	3	2	4	7	1	33	7	5	3	4	5	3	6	6	6	5	36	33	33	25	30	157
3	2	7	6	7	10	3	6	8	8	8	65	10	6	1	7	8	10	5	6	9	9	46	37	42	18	36	179
4	1	5	5	7	5	6	6	4	5	7	51	10	1	2	6	9	8	4	9	6	5	34	35	39	30	22	160
5	3	2	2	2	2	1	1	3	1	1	18	8	5	6	6	5	5	1	6	8	6	34	41	40	32	36	183
6	10	5	2	4	10	10	5	8	2	1	57	3	4	5	8	2	4	3	7	5	2	35	22	28	37	33	155
7	5	7	6	9	3	5	6	2	4	1	48	5	8	3	4	6	2	7	3	5	2	28	37	21	35	32	153
8	8	5	4	7	3	2	8	2	4	1	44	9	2	6	3	8	2	5	1	4	2	18	39	31	29	23	140
9	2	2	4	5	2	2	1	3	4	2	27	8	2	7	3	5	5	6	4	5	2	20	35	15	20	25	115
10	2	8	3	5	2	7	2	0	0	1	30	7	5	5	3	5	7	9	2	4	7	18	20	22	30	40	130
11	7	3	5	5	7	3	8	2	6	2	48	5	5	10	7	3	2	2	6	1	1	35	38	32	28	39	172
12	2	4	2	3	5	2	1	0	0	2	21	8	8	5	2	3	4	7	2	3	4	27	23	15	25	28	118
13	5	2	3	4	2	1	7	2	2	2	30	7	1	6	2	5	3	4	7	3	8	25	27	23	33	38	146
14	5	5	10	6	4	7	3	5	5	9	59	7	8	5	7	3	9	1	5	6	4	30	35	25	18	17	125
15	2	2	3	2	5	2	1	4	2	3	26	5	5	3	2	4	2	1	2	10	2	28	20	22	30	35	135
16	2	8	2	3	4	2	5	1	2	3	32	2	5	4	3	8	2	3	7	3	3	20	30	15	18	20	103
17	3	5	1	4	3	5	2	1	4	0	28	8	2	9	1	7	3	2	2	10	6	28	22	37	33	35	155
18	2	3	4	2	5	2	3	7	2	4	34	3	7	8	2	5	5	6	4	3	2	28	32	38	42	22	162

19	5	5	8	2	7	3	4	6	2	3	45	7	2	3	5	4	2	3	1	4	2	30	40	38	32	22	162
20	2	2	1	4	5	7	10	5	2	1	39	7	8	6	2	9	4	5	7	9	2	38	32	27	29	32	158
21	4	3	0	2	5	1	3	2	4	2	26	7	9	5	8	3	4	2	8	5	2	29	39	43	40	35	186
22	9	5	8	3	4	2	0	0	7	2	40	5	8	7	3	4	2	3	2	4	4	37	23	18	38	43	159
23	5	2	4	5	8	2	3	6	2	1	38	7	8	5	2	4	3	9	10	8	2	28	35	32	15	37	147
24	4	5	2	4	6	7	3	2	4	7	44	7	7	6	5	6	3	4	3	5	4	27	35	39	45	38	184
25	5	7	3	9	8	4	3	0	0	1	40	2	2	7	8	5	2	3	4	3	2	32	37	39	29	28	165
26	2	7	4	6	5	7	3	4	6	6	50	8	6	5	9	10	6	8	8	5	6	38	41	43	26	26	174
27	7	3	5	2	4	3	2	1	5	2	34	5	2	1	10	2	3	4	0	1	3	32	35	28	18	29	142
28	7	2	5	2	2	1	1	3	4	5	32	7	3	4	5	2	8	9	7	3	4	18	28	32	37	43	158
29	4	7	2	3	7	3	2	5	4	5	42	4	6	4	6	5	7	3	7	8	4	37	35	39	24	37	172
30	4	9	5	5	5	4	4	9	3	8	56	5	7	6	6	5	7	4	3	5	2	38	47	41	25	27	178
31	9	8	8	7	5	2	9	10	5	2	65	4	5	2	5	5	4	6	6	5	10	25	26	22	35	34	142
32	7	2	4	5	3	1	0	0	0	4	26	5	5	5	3	4	6	5	5	5	2	22	29	35	31	30	147
33	4	4	4	5	4	6	6	5	4	5	47	7	3	5	5	8	2	7	3	2	1	25	25	28	20	22	120
34	7	1	4	5	5	6	5	7	5	3	48	6	5	5	4	6	8	4	3	5	7	36	37	26	37	37	173
35	5	4	2	3	2	4	2	1	5	2	30	7	3	2	4	5	2	3	4	2	3	33	46	38	37	38	192
36	5	2	4	4	7	8	9	2	4	5	50	2	8	9	2	3	7	3	1	10	7	27	32	38	29	40	166
37	5	5	9	8	2	1	8	8	9	9	64	9	9	10	10	2	5	7	3	1	1	27	27	36	30	28	148
38	2	1	0	2	1	0	2	2	1	1	12	5	5	2	1	4	2	7	10	5	3	45	27	30	38	22	162
39	5	2	3	4	2	0	1	4	2	7	30	9	7	5	7	5	7	6	4	7	4	37	38	39	25	32	171

40	7	3	1	2	4	3	5	5	6	4	40	2	2	4	5	2	2	4	2	4	2	4	25	25	30	15	120
41	2	1	3	3	4	5	0	4	6	5	33	9	8	5	7	9	7	5	9	7	6	36	42	35	37	32	182
42	1	3	2	3	4	4	1	1	1	3	23	6	6	7	8	9	6	1	7	7	9	36	40	39	39	32	186
43	2	8	5	3	4	7	9	8	5	4	55	10	9	8	7	4	5	9	7	8	10	28	35	30	49	38	180
44	9	0	0	5	2	3	4	2	2	1	28	2	5	9	9	8	4	8	7	6	6	19	19	20	27	37	122
45	7	2	1	0	0	3	2	5	2	1	23	7	7	10	5	8	3	4	9	2	5	20	25	27	38	32	142
46	4	7	4	5	4	5	2	5	5	2	43	10	6	4	9	8	8	3	9	8	8	43	46	39	29	32	189
47	6	5	5	3	4	5	4	4	3	6	45	8	6	5	6	7	4	1	8	8	8	37	40	35	31	30	173
48	4	5	3	6	3	1	4	5	6	5	42	7	6	4	7	8	8	3	8	6	5	38	36	39	34	36	183
49	0	6	5	2	0	0	4	2	1	2	22	5	2	4	2	3	2	1	4	2	5	17	12	18	11	14	72
50	0	2	5	5	2	4	1	5	5	5	34	8	6	5	7	8	7	1	7	9	8	38	45	42	42	35	202
51	5	2	8	3	4	2	7	3	1	1	36	7	1	6	5	0	0	9	2	8	2	18	25	20	35	27	125
52	7	3	2	4	2	2	0	5	1	1	27	5	2	3	3	4	4	1	0	0	2	35	39	30	28	29	161
53	6	2	5	5	2	5	6	2	1	3	37	7	8	7	3	8	7	4	3	1	2	27	23	25	20	28	123
54	7	4	5	7	7	2	0	0	1	1	34	5	4	1	0	10	8	2	5	1	1	28	23	19	27	15	112
55	4	5	1	3	4	2	1	2	5	3	30	7	7	5	8	9	4	3	2	8	9	23	28	25	38	37	151
56	10	7	5	2	1	7	8	2	9	1	52	7	7	7	10	2	1	0	4	8	3	15	28	38	33	27	141
57	7	2	1	5	5	7	3	2	1	2	35	8	8	8	6	1	1	2	5	1	7	38	35	32	27	38	170
58	4	2	3	1	5	7	10	8	10	2	52	4	6	7	3	5	8	7	2	3	5	23	33	28	15	35	134
59	5	5	3	7	8	2	4	5	1	3	43	7	0	0	5	2	3	2	4	2	1	22	20	32	42	28	144
60	7	5	3	1	8	6	5	1	2	1	39	7	4	2	1	5	2	5	4	2	8	27	35	28	38	46	174

61	5	5	3	7	2	1	1	3	5	2	34	4	2	3	1	0	0	10	10	5	5	28	37	32	40	45	182
62	3	3	6	6	2	7	1	1	0	0	29	9	9	2	7	3	1	1	2	3	1	27	37	32	38	40	174
63	5	5	7	2	1	2	3	7	8	4	44	9	9	10	2	5	8	10	2	3	3	20	22	38	37	40	157
64	5	5	5	10	5	10	8	9	2	1	60	3	3	2	2	10	8	2	7	3	2	30	20	45	25	35	155
65	5	4	3	4	3	8	3	5	5	2	42	8	9	7	3	4	2	0	0	5	2	18	32	35	19	17	121
66	5	2	9	9	8	7	8	2	9	7	66	8	8	8	6	10	10	9	3	5	3	35	37	28	20	10	130
67	7	7	10	5	3	8	10	7	3	5	65	3	3	4	7	6	7	9	4	5	2	32	33	37	43	42	187
68	2	1	2	1	5	2	1	2	4	2	22	2	8	9	7	7	4	2	0	0	0	23	34	45	42	28	172
69	5	4	2	1	3	7	9	8	6	10	55	3	5	5	10	10	10	7	3	9	8	33	29	19	37	49	167
70	4	4	4	10	6	2	9	1	5	5	50	5	10	10	5	8	2	0	0	1	2	45	49	38	45	47	224
71	7	7	9	8	5	3	4	9	2	10	64	7	5	5	3	2	1	4	2	3	2	32	15	18	19	27	111
72	5	8	2	3	4	2	3	7	5	2	41	9	9	1	0	0	2	3	1	8	2	27	35	38	49	37	186
73	2	2	6	5	3	2	8	6	5	1	40	7	7	6	9	8	3	5	4	2	1	28	32	40	35	27	162
74	5	2	3	1	4	2	7	3	8	9	44	2	2	1	5	0	0	4	1	2	3	28	22	37	40	35	162
75	7	2	8	7	6	3	4	8	4	2	51	8	8	8	6	9	2	10	7	2	5	38	25	33	29	27	152

Success Female Art																											
Anxiety													Personality											Mental Health			
S.N.	a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total
1	0	0	0	2	3	1	4	2	1	0	13	2	8	10	5	5	8	2	0	0	2	25	20	28	29	37	139
2	0	6	6	5	6	4	3	7	5	7	49	5	7	6	6	6	10	6	4	7	6	34	39	28	30	32	163
3	2	4	2	3	5	2	2	8	7	7	42	9	9	8	8	6	5	5	8	2	2	27	29	33	38	42	169
4	3	7	9	5	5	5	1	8	4	3	50	7	6	0	5	8	9	8	6	8	4	28	37	37	19	28	149
5	7	3	2	8	5	6	5	2	1	1	40	7	7	0	7	7	5	8	2	5	2	28	29	37	35	31	160
6	3	2	2	4	5	3	7	2	4	3	35	5	5	5	5	2	2	4	4	3	7	35	38	29	37	28	167
7	9	2	5	7	2	3	8	7	2	2	47	9	9	9	8	8	7	8	2	6	6	28	32	40	47	39	186
8	8	8	4	6	4	7	3	5	5	8	58	10	10	8	2	5	9	6	2	1	1	17	13	19	27	27	103
9	5	2	3	4	6	8	2	9	4	4	47	8	8	8	6	5	8	4	5	8	2	27	25	20	18	19	109
10	3	5	8	9	10	7	4	2	1	0	49	7	2	1	10	3	7	10	5	5	10	34	30	32	40	29	165
11	8	6	6	5	7	4	6	7	6	5	60	6	7	2	5	7	7	4	3	3	4	39	31	40	31	34	175
12	2	5	4	2	1	1	3	2	0	2	22	7	2	9	4	8	2	3	5	2	4	38	32	27	19	29	145
13	8	10	7	6	5	6	5	8	4	9	68	7	5	2	6	5	9	8	4	7	5	32	37	37	25	33	164
14	5	5	4	5	5	7	0	6	6	10	53	10	7	4	9	10	7	8	8	10	7	38	40	47	19	38	182
15	5	3	5	2	1	3	2	5	4	4	34	4	6	8	4	9	8	7	9	9	7	36	32	38	26	30	162
16	5	5	2	1	2	1	2	2	5	1	26	8	2	3	7	5	4	3	2	8	2	25	35	39	49	45	193
17	8	2	5	4	3	2	1	1	0	2	28	7	7	4	5	2	9	7	8	4	5	37	39	43	11	34	164
18	3	3	1	3	4	2	2	3	2	1	24	9	7	5	5	9	4	6	8	7	6	32	36	41	39	33	181

19	2	5	3	5	2	0	0	0	1	2	0	20	7	4	5	8	3	9	7	8	4	10	25	32	45	43	32	177
20	5	2	2	3	4	5	2	4	0	1	28	6	2	7	4	8	7	4	8	7	7	42	44	44	23	27	180	
21	5	6	8	2	3	4	2	0	1	2	33	10	8	5	9	9	8	6	9	10	10	44	47	49	19	33	192	
22	5	0	6	8	2	9	7	3	4	0	44	8	8	3	8	7	7	3	9	8	8	33	43	42	31	35	184	
23	3	3	4	2	2	5	2	3	4	2	30	7	7	9	5	9	2	1	1	2	2	35	38	30	22	32	157	
24	3	2	4	2	5	1	4	2	3	1	27	7	7	4	2	3	5	8	3	3	10	28	39	45	40	38	190	
25	2	4	5	2	3	4	2	1	1	3	27	8	0	8	8	10	8	5	5	2	8	30	32	39	29	27	157	
26	5	2	1	3	4	2	1	2	3	1	24	7	9	8	8	6	8	3	6	7	6	36	40	40	34	28	178	
27	5	7	3	4	2	4	1	5	2	10	43	6	5	5	6	6	9	6	10	9	8	42	46	45	30	28	191	
28	2	5	4	6	7	6	7	6	5	7	55	7	5	3	7	6	8	6	9	8	9	39	45	40	22	26	172	
29	2	5	8	4	9	7	3	2	1	4	45	5	3	7	5	8	8	6	8	8	7	37	37	35	33	34	176	
30	5	2	4	3	2	8	2	7	3	4	40	8	8	3	4	5	2	7	9	10	10	23	36	45	38	38	180	
31	4	5	10	9	8	4	3	7	5	2	57	7	2	6	6	9	9	8	5	7	6	36	35	38	27	37	173	
32	4	2	5	8	3	7	2	4	5	2	42	9	7	5	8	3	4	2	8	9	10	28	23	27	19	35	132	
33	5	2	3	4	2	1	4	5	2	3	31	7	3	4	5	8	9	3	10	4	7	28	38	33	45	40	184	
34	5	6	2	3	8	4	7	3	2	5	45	9	9	10	2	5	5	10	10	8	2	20	30	35	45	40	170	
35	2	2	5	1	4	4	5	4	4	4	35	4	5	5	5	3	5	7	6	7	4	33	40	33	31	34	171	
36	2	3	4	2	2	1	1	5	2	1	23	8	8	5	5	5	9	7	3	4	9	5	31	41	35	29	36	172
37	4	5	2	8	3	4	7	9	5	2	49	4	3	3	7	9	7	10	6	6	5	31	32	31	27	25	146	
38	2	3	1	4	2	1	5	0	0	4	22	9	8	8	9	8	9	4	9	10	7	36	40	40	34	32	182	
39	4	5	5	4	8	6	4	5	3	5	49	5	4	5	5	5	6	4	4	5	4	7	38	40	34	25	33	170

40	5	2	3	4	4	0	0	0	2	10	10	40	5	2	7	3	4	2	5	8	3	2	27	28	29	30	31	145
41	1	1	2	0	0	3	5	1	4	0		17	8	5	9	7	10	8	5	9	7	3	32	33	34	35	36	170
42	5	7	3	8	6	6	4	8	8	5		60	10	7	2	6	6	7	6	9	7	7	35	39	35	22	29	160
43	4	5	7	9	8	3	9	10	5	4		64	7	7	7	8	10	5	3	4	9	8	35	38	40	45	47	205
44	5	2	4	3	7	2	3	1	4	2		33	9	9	5	8	4	3	9	7	8	4	25	37	38	39	41	180
45	2	5	2	3	4	2	1	2	4	5		30	7	7	4	5	8	2	3	5	2	1	25	28	39	30	38	160
46	5	2	1	1	3	2	4	4	2	4		28	8	2	3	9	5	3	9	1	5	5	28	37	45	35	37	182
47	2	2	1	1	4	2	1	1	3	0		17	8	5	9	6	7	6	2	9	9	5	29	29	38	32	35	163
48	5	2	4	3	1	5	10	4	2	6		42	8	2	10	3	7	8	2	5	5	10	38	39	35	38	40	190
49	5	10	9	7	3	8	4	3	2	1		52	10	8	6	8	10	8	6	9	9	10	39	46	44	30	37	196
50	8	2	3	4	5	0	0	2	1	1		26	7	7	8	3	5	4	3	9	8	6	28	38	25	35	40	166
51	2	5	5	6	7	2	3	7	8	7		52	8	5	5	4	9	7	7	10	8	9	31	43	40	29	32	175
52	6	5	1	5	3	4	2	6	5	3		40	5	7	4	2	3	3	7	7	7	2	34	32	37	26	34	163
53	5	4	1	3	4	1	2	10	0	2		32	4	7	6	7	7	8	6	7	5	5	34	38	34	31	32	169
54	4	6	7	5	2	3	1	8	0	2		38	5	3	6	5	2	2	6	3	3	8	28	25	32	37	47	169
55	5	10	8	2	3	4	2	7	1	1		43	8	3	6	7	6	6	5	7	8	6	36	36	30	32	30	164
56	5	2	3	4	5	2	1	1	3	4		30	7	7	3	3	4	8	5	2	3	7	28	15	25	30	29	127
57	5	2	4	0	0	4	2	0	2	4		23	5	4	6	7	6	9	5	6	7	6	38	43	37	29	27	174
58	5	2	0	0	0	4	5	2	8	2		28	8	10	7	6	5	7	4	8	8	7	33	41	38	33	40	185
59	2	8	2	6	3	3	6	7	3	7		47	8	5	6	5	5	7	6	6	8	6	22	38	32	34	33	159
60	8	5	2	0	3	0	0	2	0	4		24	7	6	6	7	6	9	4	6	7	6	38	40	38	34	32	182

61	2	1	10	3	4	2	0	0	1	1	24	7	9	5	4	4	7	1	3	8	3	41	41	32	28	30	172	
62	3	2	4	5	2	1	1	4	3	7	32	7	8	5	9	4	8	2	3	1	4	25	38	35	36	39	173	
63	5	3	3	4	2	1	3	7	1	1	30	7	6	6	8	8	10	7	10	8	6	38	34	39	26	35	172	
64	3	9	4	8	6	2	7	8	7	10	64	7	7	3	7	6	8	7	8	9	9	27	36	40	21	25	149	
65	0	2	0	1	2	0	0	5	4	2	16	10	8	8	7	9	4	0	9	10	9	34	39	39	38	37	187	
66	5	0	4	8	5	4	0	0	10	10	50	6	4	0	6	7	9	7	5	7	5	32	35	30	24	30	151	
67	7	5	2	8	2	1	1	4	2	3	35	3	4	5	3	8	2	4	3	7	5	32	38	30	37	20	157	
68	2	5	7	3	1	1	2	2	1	1	25	6	8	9	7	6	4	2	9	8	7	39	45	45	40	38	207	
69	7	7	8	5	2	3	4	5	2	1	44	9	9	5	2	4	3	4	7	6	6	28	23	34	35	37	157	
70	2	2	5	3	4	7	2	1	3	1	30	2	6	5	7	3	8	2	4	6	2	38	32	28	24	29	151	
71	7	7	3	2	1	2	4	2	5	2	35	8	4	7	5	8	6	6	6	7	6	37	42	31	34	34	178	
72	4	2	1	3	2	5	2	1	4	7	31	4	6	8	2	2	5	7	3	8	1	28	12	29	27	17	113	
73	4	6	4	6	4	3	6	5	4	7	49	8	7	5	7	9	9	5	6	7	8	37	42	34	23	32	168	
74	5	1	3	1	0	0	2	4	2	0	18	7	9	8	3	4	7	4	6	8	8	40	42	42	36	32	192	
75	6	8	5	3	4	2	3	7	5	2	45	7	2	9	8	3	4	4	5	2	8	4	27	39	49	45	35	195

Failure Female Art																													
Anxiety												Personality										Mental Health							
S.N.a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total			
1	3	5	2	1	1	4	0	0	2	20	7	7	2	6	6	2	9	4	7	10	24	34	32	32	30	152			
2	0	1	2	0	3	0	0	3	1	3	13	6	9	8	2	6	6	4	7	7	5	34	41	40	42	29	186		
3	3	4	1	5	3	6	1	5	6	5	39	10	6	5	10	8	7	4	10	9	7	38	38	39	37	29	181		
4	4	2	0	0	3	0	2	5	3	2	21	4	7	5	4	8	4	5	6	6	8	34	33	37	34	33	171		
5	2	7	4	1	3	7	1	7	1	6	39	4	0	5	3	4	8	6	4	8	3	25	36	31	30	31	153		
6	2	4	3	7	2	4	0	6	4	4	36	5	7	7	6	6	8	6	5	9	8	32	31	36	29	36	164		
7	5	3	7	2	1	4	5	2	3	1	33	9	7	4	2	5	2	1	5	4	1	38	39	37	35	29	178		
8	3	4	4	9	7	3	2	6	7	6	51	8	4	1	7	5	8	5	8	9	6	47	42	36	20	27	172		
9	2	1	3	5	2	4	2	1	0	2	22	8	2	3	2	5	2	4	1	3	7	24	20	33	35	40	152		
10	4	6	2	8	5	5	3	7	1	2	43	4	8	5	2	4	3	9	7	8	2	20	18	22	26	24	110		
11	7	3	1	1	4	2	3	1	10	3	35	8	9	3	10	10	5	8	8	10	4	20	30	35	25	20	130		
12	2	2	3	5	4	3	2	7	5	5	38	10	5	5	3	10	7	3	10	10	10	25	30	28	32	25	140		
13	2	1	3	0	5	2	1	2	1	1	18	2	4	1	5	2	3	5	1	0	1	14	44	35	24	13	130		
14	8	2	3	4	3	5	5	3	8	9	50	7	3	9	2	8	3	2	8	4	7	28	37	35	40	42	182		
15	2	5	3	7	3	9	1	1	2	1	34	7	9	4	8	4	5	3	9	2	4	35	37	29	40	21	162		
16	5	3	7	2	9	4	3	1	1	2	37	8	2	4	5	9	7	7	3	4	2	39	37	35	40	38	189		
17	5	2	3	4	8	2	1	2	3	2	32	7	3	4	5	9	8	3	9	10	7	37	38	40	45	29	189		
18	2	2	3	4	5	2	1	1	9	7	38	10	10	9	8	5	3	4	2	1	9	38	35	40	32	29	174		

19	2	9	8	5	4	3	7	2	1	1	42	9	9	7	3	1	1	1	0	0	5	35	29	37	38	41	180
20	8	2	9	7	3	4	5	2	1	3	44	7	2	3	5	8	4	2	3	9	1	17	18	29	45	40	149
21	2	8	5	3	4	7	2	1	1	3	36	9	5	8	8	3	8	5	2	4	3	28	39	37	35	38	177
22	7	5	2	4	2	3	1	5	2	4	35	8	8	2	3	7	4	5	9	8	3	39	40	35	45	38	197
23	6	2	5	10	8	3	7	2	1	4	48	7	3	8	2	9	5	5	1	4	2	38	27	42	15	34	156
24	3	2	2	5	6	2	4	2	1	3	30	7	2	1	4	4	2	5	3	1	2	17	29	22	19	25	112
25	3	2	0	1	5	2	1	3	2	1	20	8	2	7	3	6	5	9	2	1	4	33	39	35	40	28	175
26	8	2	5	1	4	3	7	2	9	1	42	9	8	7	6	2	5	4	3	2	4	28	32	37	40	38	175
27	2	3	5	4	2	1	7	3	8	2	37	6	2	5	4	3	1	7	2	9	1	28	32	37	40	42	179
28	2	5	4	2	1	3	7	2	8	4	38	8	5	3	2	4	2	1	7	3	9	28	32	40	22	32	154
29	2	1	5	4	3	7	2	1	6	3	34	8	4	5	2	9	6	7	3	4	8	29	28	35	37	40	169
30	1	7	5	3	5	2	1	8	6	5	43	9	7	9	7	9	10	5	8	7	32	27	37	25	24	145	
31	1	3	1	3	4	0	3	4	3	6	28	4	2	4	8	5	9	5	6	2	34	36	39	27	20	156	
32	2	3	1	4	2	5	1	4	2	7	31	7	7	6	8	2	9	4	2	4	1	28	35	40	32	37	172
33	2	3	5	2	1	3	4	7	2	1	30	6	2	3	4	5	2	3	1	7	3	35	45	37	32	11	160
34	2	8	5	3	7	9	4	2	1	3	44	4	2	8	3	2	1	5	2	7	3	38	41	21	11	15	126
35	2	3	4	2	5	2	1	3	2	4	28	8	2	5	9	1	7	3	4	2	5	20	30	38	42	34	164
36	7	3	5	2	4	1	3	8	2	4	39	6	2	8	5	3	4	2	7	2	1	30	35	44	32	37	178
37	2	1	3	2	2	4	1	3	2	1	21	7	3	2	4	6	2	3	5	2	1	20	28	24	38	25	135
38	2	1	3	2	5	2	1	2	4	2	24	7	2	5	2	1	4	3	2	8	10	39	41	35	45	40	200
39	8	2	3	5	7	3	2	1	4	0	35	9	8	2	7	10	5	6	4	3	1	28	32	37	40	29	166

40	3	2	5	4	2	8	2	3	7	3	39	4	2	3	7	1	5	2	8	2	3	36	32	38	19	27	152
41	2	4	5	2	3	7	4	8	2	3	40	6	2	8	5	3	4	7	2	9	8	23	22	32	38	37	152
42	2	3	5	2	4	2	1	3	7	2	31	8	4	3	9	5	6	2	1	4	2	27	22	38	36	29	152
43	5	2	3	1	4	1	2	1	3	1	23	7	2	5	2	4	2	6	2	3	1	28	22	37	40	38	165
44	5	2	8	3	4	7	2	9	10	5	55	9	2	4	3	5	8	2	7	3	4	32	38	42	49	20	181
45	8	2	3	2	4	2	5	6	7	3	42	2	8	5	9	10	7	3	0	4	2	28	32	38	37	40	175
46	6	5	2	3	4	2	1	0	7	3	33	1	2	3	4	5	2	8	2	3	4	18	27	29	35	40	149
47	6	2	5	9	7	3	4	2	1	0	39	6	2	5	3	4	1	0	2	9	7	28	38	32	33	29	160
48	6	2	5	8	4	2	3	9	2	8	49	7	2	4	5	3	2	8	6	2	9	20	22	18	17	36	113
49	2	1	3	4	5	2	1	7	3	4	32	2	1	5	2	3	4	2	9	7	3	21	11	18	36	35	121
50	8	2	3	4	5	2	6	2	8	4	44	7	2	3	9	8	2	4	5	6	2	32	38	37	20	22	149
51	2	2	1	0	0	0	5	1	1	1	13	4	7	9	4	3	6	4	4	6	4	27	38	28	35	41	169
52	7	2	3	1	4	2	5	2	1	4	31	6	2	8	5	4	3	7	9	1	4	36	38	32	29	30	165
53	6	2	5	5	3	7	2	1	1	4	36	4	2	5	3	7	9	1	6	2	3	28	38	35	40	36	177
54	8	2	7	3	6	4	2	9	5	4	50	6	2	8	2	3	2	4	5	7	2	39	35	40	38	37	189
55	5	2	4	3	1	7	2	9	6	2	41	8	2	3	5	7	3	1	4	2	9	39	35	38	26	22	160
56	3	2	5	4	1	7	3	4	2	1	32	3	9	8	4	6	7	5	3	2	9	28	38	32	36	29	163
57	6	2	5	8	3	4	2	7	3	1	41	8	2	5	4	9	7	3	1	4	2	30	38	39	32	36	175
58	2	1	5	3	7	4	8	2	9	1	42	8	2	3	5	4	2	7	3	1	2	36	38	35	29	27	165
59	3	2	1	5	8	2	1	0	4	2	28	7	2	1	5	4	3	2	1	8	9	28	38	35	40	37	178
60	4	6	2	5	8	2	3	7	4	2	43	6	2	9	8	5	4	3	7	2	8	29	38	36	35	40	178

61	8	2	3	1	2	3	5	4	2	2	32	7	7	4	8	2	9	5	10	5	8	40	38	42	37	29	186
62	3	2	8	2	9	10	5	8	7	6	60	8	4	9	2	5	7	3	2	4	6	32	28	37	27	40	164
63	2	2	5	1	8	2	10	2	2	1	35	9	8	7	3	10	5	8	2	4	6	40	35	25	18	12	130
64	5	2	3	2	1	4	7	3	8	2	37	4	6	5	2	3	7	2	8	4	6	40	20	29	21	38	148
65	8	2	3	7	5	2	4	1	3	2	37	8	2	5	2	3	4	9	2	8	2	28	32	36	34	40	170
66	9	7	8	5	1	5	2	3	4	2	46	2	1	3	1	4	2	1	3	5	2	27	23	32	38	40	160
67	7	3	2	1	1	6	2	5	3	2	32	7	9	4	2	8	5	2	1	0	3	26	34	32	38	25	155
68	8	8	3	4	1	7	1	9	8	7	56	2	9	1	8	7	3	4	5	2	1	32	28	24	26	22	132
69	2	4	3	1	5	2	1	1	3	4	26	7	8	4	2	5	1	3	4	2	1	30	40	35	37	25	167
70	9	7	8	5	1	5	2	3	4	2	46	7	9	5	3	2	4	1	8	2	3	38	42	32	19	40	171
71	5	2	3	8	2	8	2	7	3	2	42	7	3	2	4	5	5	4	2	8	10	30	40	20	15	30	135
72	5	8	2	3	9	2	1	1	3	4	38	2	3	9	1	8	2	9	8	7	3	45	40	32	20	38	175
73	2	2	2	3	3	4	2	5	2	3	28	8	5	2	3	7	8	2	5	4	3	32	38	40	29	11	150
74	9	7	8	5	2	4	3	1	1	7	47	5	8	3	9	9	10	10	3	7	9	28	38	49	30	32	177
75	5	5	5	3	1	2	8	7	4	10	50	9	9	10	10	9	10	3	2	8	10	28	35	33	43	47	186

# Success Female Science

Anxiety													Personality										Mental Health				
S.N.	a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total
1	4	5	1	4	3	1	4	3	3	2	30	8	9	6	10	8	6	6	7	9	10	40	44	38	36	35	193
2	2	2	1	4	4	1	0	3	2	1	20	9	7	7	9	10	8	5	10	7	7	39	44	40	32	38	193
3	4	5	5	7	5	2	4	9	5	9	55	9	9	3	8	9	9	6	7	9	8	40	34	37	33	37	181
4	4	3	3	6	3	0	3	4	0	3	29	9	5	4	7	9	6	5	7	8	8	38	45	42	30	36	191
5	8	8	4	10	8	4	4	9	6	10	71	6	5	3	4	9	10	8	4	9	5	34	36	38	19	29	156
6	1	2	2	4	5	1	0	4	0	1	20	5	7	6	8	9	8	7	5	8	9	31	41	42	42	38	194
7	0	2	1	3	3	1	0	5	0	4	19	5	5	7	5	6	5	5	8	9	7	35	35	35	27	29	161
8	1	1	1	6	5	1	1	4	1	3	24	10	7	8	7	10	6	4	9	10	8	41	40	43	40	33	197
9	2	1	3	0	4	2	1	5	8	9	35	6	5	4	2	0	1	3	7	2	9	24	32	30	22	20	128
10	1	2	1	2	5	1	1	3	0	3	19	8	7	5	7	10	8	5	10	10	9	41	49	49	38	43	220
11	0	2	2	2	3	3	1	3	0	4	20	8	7	5	7	9	8	5	10	10	9	41	47	45	38	43	214
12	3	1	0	1	1	0	0	2	3	4	15	8	8	5	7	9	7	2	8	7	8	38	36	44	36	42	196
13	5	7	5	6	4	3	0	4	2	7	43	6	7	6	8	7	10	7	6	10	7	36	42	36	31	33	178
14	4	5	8	6	5	2	1	6	5	8	50	6	6	4	5	5	6	8	2	7	5	31	36	30	27	30	154
15	5	10	7	7	4	1	3	9	8	7	61	8	8	1	7	8	10	8	7	10	7	33	37	40	33	30	173
16	5	6	5	4	5	3	2	4	4	2	40	6	3	6	6	6	6	7	7	8	9	34	26	27	31	35	153
17	2	3	1	4	2	1	1	1	0	2	17	4	3	8	4	7	7	3	5	7	4	33	35	35	31	33	167
18	4	2	1	1	1	0	2	4	4	5	24	9	8	5	7	8	7	1	9	8	8	39	36	44	36	42	197

19	5	4	2	2	1	1	1	3	1	7	27	8	8	5	7	9	7	2	9	8	9	39	38	44	36	42	199
20	0	4	0	0	2	4	2	6	1	2	21	7	6	7	5	6	6	4	7	9	5	38	41	40	37	32	188
21	1	5	0	2	3	1	1	3	2	3	21	5	5	6	5	6	6	4	4	8	4	38	39	32	29	32	170
22	2	1	3	4	5	2	7	3	1	4	32	3	8	5	2	4	0	2	1	7	9	32	30	18	10	19	109
23	3	2	1	5	7	2	9	1	4	8	42	2	0	5	8	2	7	3	9	1	4	28	29	20	21	27	125
24	3	1	1	4	4	0	1	6	4	3	27	5	7	8	7	4	6	2	7	7	6	30	34	40	36	29	169
25	2	1	0	1	2	2	0	3	0	1	12	8	8	7	5	8	6	5	8	8	4	35	35	35	34	38	177
26	6	1	0	4	0	1	2	5	1	3	23	8	5	7	7	8	6	0	9	10	9	30	43	46	39	46	204
27	5	4	1	5	2	1	2	3	0	3	26	7	8	8	8	9	4	1	10	7	9	46	40	45	39	39	209
28	8	2	3	5	2	4	3	1	1	1	30	8	8	8	5	2	3	4	7	3	2	32	37	34	29	38	170
29	5	2	3	1	1	4	2	1	1	1	21	8	2	3	4	9	3	1	10	5	5	36	35	38	22	23	154
30	1	0	0	0	1	0	0	2	5	1	10	5	7	8	6	5	7	1	8	10	8	36	44	46	38	37	201
31	0	0	0	1	1	10	1	0	0	1	14	6	9	8	5	6	5	3	9	8	9	42	38	43	39	42	204
32	5	1	2	0	1	1	3	0	0	3	16	7	7	7	5	8	3	1	8	9	5	37	36	48	44	35	200
33	2	4	3	2	6	3	2	3	0	2	27	7	4	5	9	8	6	6	10	1	7	36	34	32	31	37	170
34	1	5	1	5	5	2	3	3	0	4	29	9	9	6	7	8	3	5	8	8	7	36	38	41	34	37	186
35	9	7	2	4	6	2	2	3	4	3	42	8	4	7	6	7	7	3	8	6	8	30	31	39	29	24	153
36	2	1	3	0	0	5	2	1	3	2	19	2	3	4	2	5	6	7	3	4	2	28	32	37	38	40	175
37	1	3	2	1	3	1	0	5	2	2	20	5	5	8	5	9	6	4	5	8	7	33	33	35	34	38	173
38	2	1	2	2	3	3	0	5	1	2	21	4	6	8	5	9	7	5	8	9	6	33	32	37	34	42	178
39	2	2	2	1	3	1	3	5	2	2	23	5	10	4	5	7	8	4	9	8	6	39	41	39	38	35	192

40	1	2	2	1	3	1	2	4	2	1	19	5	10	3	4	9	7	2	8	7	7	37	41	39	37	34	188
41	2	1	0	0	2	1	3	2	1	0	12	9	7	6	6	9	5	1	9	9	7	30	42	41	45	36	194
42	2	1	1	2	4	2	3	1	5	2	23	2	1	3	5	2	4	1	7	3	1	38	32	21	37	29	157
43	5	5	3	6	5	6	6	3	5	8	52	9	6	0	1	7	5	6	7	7	7	31	31	37	31	35	165
44	5	7	5	7	3	4	6	4	7	3	51	8	5	2	8	3	10	6	6	7	7	39	28	29	22	34	152
45	2	8	2	3	7	5	6	4	9	1	47	9	1	8	2	7	3	5	4	2	3	37	29	34	18	28	146
46	2	1	1	2	5	2	1	1	4	3	22	9	7	7	5	4	6	6	6	7	28	36	31	29	32	156	
47	0	3	2	4	3	1	2	2	2	2	21	9	8	7	7	8	5	3	7	8	31	43	44	37	33	188	
48	0	2	3	4	3	2	4	5	1	5	29	4	7	6	5	8	7	5	8	9	9	37	43	40	37	44	201
49	1	0	2	1	5	1	1	4	1	3	19	7	8	8	5	7	4	3	8	9	5	34	37	36	31	34	172
50	1	0	3	2	6	3	1	6	4	5	31	7	3	5	3	7	7	5	2	8	4	38	36	30	37	31	172
51	3	7	5	8	5	4	3	5	1	9	50	6	5	2	6	7	9	7	7	6	6	29	32	34	22	36	153
52	4	8	1	9	7	3	0	10	2	10	54	4	3	4	4	4	9	8	1	8	2	31	33	28	23	31	146
53	1	2	3	2	1	1	2	4	2	2	20	6	7	8	2	4	4	5	7	9	6	32	35	34	39	37	177
54	3	5	1	6	3	2	3	5	2	2	32	6	3	4	2	9	9	7	6	9	7	35	37	34	34	28	168
55	0	1	5	4	2	2	2	6	1	3	26	5	6	8	4	8	5	3	6	4	4	27	28	28	38	25	146
56	0	1	2	4	2	1	1	3	5	4	23	6	4	7	5	8	8	2	5	8	7	36	41	40	39	36	192
57	2	1	1	3	1	0	0	2	1	1	12	8	2	5	5	9	1	7	3	5	5	30	32	36	42	38	178
58	8	4	5	5	6	3	7	5	3	7	53	6	7	2	6	7	7	6	6	8	6	31	35	33	27	34	160
59	3	5	4	4	3	0	2	7	5	6	39	10	10	5	8	9	6	4	9	7	7	42	45	44	21	26	178
60	0	2	1	5	4	3	0	2	3	2	22	4	9	8	6	5	8	5	3	4	5	34	38	33	30	30	165

61	6	6	8	6	7	9	6	7	6	7	8	6	10	73	6	4	2	5	5	9	10	2	7	3	40	32	33	21	23	149
62	6	6	8	2	5	7	3	4	2	1	2	1	2	40	7	8	5	9	6	3	4	2	1	5	30	22	28	37	33	150
63	2	1	1	1	3	2	0	0	5	2	1	2	1	17	5	2	0	3	4	9	7	2	3	9	42	32	30	29	45	178
64	5	2	4	1	1	1	1	0	0	2	1	2	1	17	8	2	5	5	9	1	7	3	2	2	25	35	33	41	39	173
65	2	1	3	2	1	1	4	5	2	1	1	1	1	22	7	2	3	1	4	9	2	10	5	5	31	39	46	49	35	200
66	2	5	3	8	2	7	4	1	1	1	0	1	0	33	6	2	5	8	4	3	9	1	0	7	28	35	32	37	40	172
67	2	4	6	5	3	1	7	3	2	1	1	2	1	34	9	8	5	4	2	3	1	7	2	1	32	36	38	24	30	160
68	7	2	5	1	4	3	1	1	0	0	9	9	9	32	2	8	5	4	3	7	2	1	1	3	32	37	40	38	31	178
69	2	1	5	0	0	7	3	1	1	1	2	1	2	22	8	2	3	9	7	5	2	1	4	4	30	28	32	36	37	163
70	8	2	3	5	4	2	1	3	7	2	2	7	2	37	2	1	4	3	5	2	1	1	0	7	35	25	28	22	32	142
71	2	1	0	0	6	2	5	2	1	1	1	1	1	20	8	2	3	7	5	5	6	4	2	1	28	22	12	18	32	112
72	3	2	4	5	1	7	2	1	1	9	8	8	8	42	2	3	7	1	8	6	2	5	4	9	22	38	32	37	40	169
73	8	2	3	1	5	2	7	2	2	1	4	4	4	35	2	1	4	2	1	0	0	5	2	3	18	28	32	12	40	130
74	1	0	5	2	1	7	9	4	2	1	1	1	1	32	7	2	3	8	2	4	6	5	2	1	38	32	30	29	11	140
75	2	1	0	5	2	1	7	3	9	10	40	1	2	4	9	8	7	3	5	2	1	29	11	18	28	32	118			

Failure Female Science

Anxiety													Personality										Mental Health					
S.N.	a	b	c	d	e	f	g	h	i	j	Total	a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	Total	
1	4	4	4	6	5	3	2	8	3	5	44	7	2	6	5	6	9	7	4	7	4	26	31	33	25	29	144	
2	1	1	0	1	2	1	3	3	4	5	21	6	7	5	4	6	5	2	7	9	8	32	42	38	37	37	186	
3	0	6	1	2	4	2	0	6	2	1	24	8	2	3	7	5	5	10	10	5	2	39	28	35	37	38	177	
4	2	1	3	2	4	2	5	1	7	2	29	8	5	2	3	7	9	4	6	5	2	28	32	36	40	38	174	
5	3	4	2	1	0	5	2	1	4	7	29	8	2	7	6	3	0	5	4	9	6	21	42	19	17	32	131	
6	2	2	1	3	2	1	1	5	2	8	27	10	8	7	6	8	6	3	9	10	6	36	37	41	36	39	189	
7	7	2	1	3	4	2	0	5	2	1	27	9	1	6	2	5	8	2	1	3	4	29	19	18	12	32	110	
8	6	2	5	3	7	4	0	9	6	2	44	8	2	5	6	4	3	7	2	9	1	28	32	37	33	18	148	
9	2	1	5	2	1	4	3	7	2	1	28	7	4	9	1	7	3	5	2	8	9	36	35	28	38	40	177	
10	8	2	3	2	4	5	6	2	1	4	37	7	3	4	2	1	5	8	2	9	4	36	39	27	20	38	160	
11	2	4	3	1	5	8	2	9	7	1	42	4	2	3	9	1	7	6	5	6	2	16	20	28	29	38	131	
12	7	2	3	1	4	5	2	3	2	1	30	7	2	8	5	3	4	2	1	3	7	27	35	38	40	42	182	
13	2	1	3	4	2	5	6	3	7	2	35	9	7	2	4	6	5	3	8	9	1	32	29	37	31	18	147	
14	2	4	6	2	3	1	4	2	5	2	31	7	3	6	4	8	2	5	6	3	1	37	40	32	28	20	157	
15	2	9	6	8	5	1	9	7	3	2	52	6	4	8	2	9	1	5	7	3	1	27	32	36	38	30	163	
16	8	2	3	1	4	2	5	1	9	2	37	7	3	8	6	2	4	5	5	1	9	36	33	32	22	27	150	
17	3	3	5	7	4	4	4	3	3	4	40	5	10	7	7	8	8	4	2	5	3	26	31	28	28	31	144	
18	2	6	5	3	1	4	4	9	2	7	40	7	8	3	4	5	2	1	4	9	2	37	39	36	32	24	168	

19	1	7	7	5	4	3	3	6	0	6	42	6	3	5	4	6	8	4	5	7	8	36	33	35	29	30	163
20	3	5	1	3	6	1	2	4	2	4	31	10	7	5	6	7	6	3	7	9	10	40	40	39	35	194	
21	3	3	2	2	7	5	5	8	5	8	48	7	2	7	5	4	6	5	3	3	6	33	35	32	27	33	160
22	2	4	6	4	6	3	3	6	3	10	47	7	7	5	9	9	8	3	8	7	9	33	34	37	24	26	154
23	7	2	1	4	5	3	8	2	1	9	42	6	5	2	9	10	7	3	8	2	1	28	38	35	36	29	166
24	7	3	1	6	2	5	4	3	9	1	41	8	6	3	9	7	5	6	4	2	8	30	38	32	44	36	180
25	2	3	5	7	6	3	4	8	2	5	45	8	8	7	9	6	3	5	4	2	1	29	35	45	41	36	186
26	2	1	9	3	7	5	8	2	6	3	46	7	3	8	2	5	4	9	2	1	3	40	32	37	38	36	183
27	3	2	8	6	5	4	2	1	3	7	41	9	7	2	1	6	5	4	2	3	1	29	30	38	36	37	170
28	2	6	5	3	7	4	8	9	1	6	51	7	2	6	3	4	8	4	5	9	2	30	35	36	37	39	177
29	4	5	3	5	4	5	4	7	4	5	46	7	6	6	8	6	7	4	6	8	6	28	31	26	28	28	141
30	6	6	2	5	5	1	3	2	1	4	35	7	8	8	6	2	4	7	3	9	2	22	33	25	12	21	113
31	6	2	5	3	4	2	1	7	3	1	34	9	2	6	3	7	8	5	2	4	2	37	35	45	42	36	195
32	2	6	5	3	7	3	1	4	8	2	41	9	9	2	8	6	7	7	3	4	5	37	33	32	42	38	182
33	8	2	7	3	6	4	5	5	2	1	43	7	3	4	6	2	8	5	6	5	4	29	31	37	32	33	162
34	2	6	5	4	3	7	1	1	2	0	31	8	7	6	2	3	4	5	9	1	0	39	20	38	36	31	164
35	1	1	2	0	0	4	2	1	5	6	22	8	8	9	2	6	7	3	4	2	1	28	32	36	38	40	174
36	2	3	4	6	2	5	2	8	3	1	36	7	3	1	4	2	8	9	5	2	1	27	28	35	40	32	162
37	2	3	1	2	5	2	1	4	2	1	23	2	1	5	3	4	2	8	2	1	4	37	30	33	32	38	170
38	6	2	4	5	3	1	9	2	0	7	39	2	2	4	4	6	6	2	8	2	3	49	22	35	42	21	169
39	8	2	7	3	6	4	5	2	3	1	41	2	3	4	5	2	1	3	9	7	2	30	32	38	29	36	165

40	2	1	3	4	5	2	7	3	1	4	32	2	8	2	9	7	3	4	2	1	5	27	33	32	22	38	152
41	2	1	3	1	4	2	5	2	7	3	30	2	1	5	2	4	2	8	2	3	7	36	34	35	25	38	168
42	2	3	1	5	2	1	0	0	4	2	20	3	6	2	1	4	2	9	7	5	2	32	36	38	28	24	158
43	2	1	4	2	5	2	1	3	7	2	29	2	4	5	3	1	6	2	8	7	3	32	30	29	36	34	161
44	2	1	4	2	0	0	5	3	9	1	27	8	2	7	3	6	4	5	5	2	1	30	38	28	32	37	165
45	2	9	7	8	4	5	2	3	1	2	43	2	9	9	8	8	7	6	4	3	2	28	32	36	37	38	171
46	7	5	3	1	4	2	6	2	1	1	32	4	2	5	2	1	3	4	2	7	1	28	36	32	34	30	160
47	7	2	1	6	2	2	5	3	2	1	31	8	2	1	3	4	2	5	3	1	4	27	33	38	22	28	148
48	2	1	5	3	4	1	0	0	2	1	19	7	3	1	4	2	5	3	1	8	2	23	18	26	33	32	132
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50	3	1	2	1	0	5	2	1	4	2	21	3	7	2	1	9	8	6	4	5	2	31	38	32	18	29	148
51	2	1	4	3	5	2	7	3	1	6	34	7	3	8	2	5	5	5	2	6	2	28	37	36	35	40	176
52	2	6	5	2	3	1	4	2	1	7	33	8	2	6	5	1	4	2	1	3	1	33	27	38	22	36	156
53	7	2	1	4	2	3	5	2	2	6	34	8	2	9	6	5	2	1	4	2	1	32	30	40	18	14	134
54	3	2	1	5	2	8	7	3	4	6	41	2	1	3	7	2	1	4	5	2	1	28	32	36	30	29	155
55	2	3	1	4	2	1	5	2	3	1	24	2	1	5	3	7	3	2	1	1	9	19	10	29	18	12	88
56	5	2	1	4	2	3	4	2	1	2	26	2	9	7	3	4	5	2	1	3	6	14	24	18	32	42	130
57	7	2	1	6	4	3	5	2	1	9	40	9	2	6	6	5	2	3	4	1	7	28	32	37	33	38	168
58	2	9	1	8	5	5	3	7	2	1	43	9	7	3	5	2	1	4	2	0	9	28	32	39	29	42	170
59	8	2	5	3	6	1	4	2	3	2	36	7	3	8	2	5	5	9	1	3	3	27	38	35	40	29	169
60	2	1	3	5	2	4	2	3	7	8	37	7	6	2	4	5	3	9	1	7	2	10	20	36	12	18	96

61	2	1	4	2	3	1	5	2	7	3	30	5	2	4	2	3	7	1	8	2	3	29	38	35	32	28	162
62	3	2	1	4	2	5	7	9	1	2	36	8	2	5	3	7	2	1	4	2	3	36	29	28	35	41	169
63	8	2	4	3	5	2	7	2	1	9	43	6	2	8	1	1	3	9	7	2	5	29	26	23	38	39	155
64	5	2	1	4	2	3	2	7	8	2	36	5	2	1	3	7	2	1	4	2	8	38	39	31	36	35	179
65	2	1	3	6	2	8	2	7	3	5	39	2	1	8	2	3	7	5	4	2	9	27	23	31	20	28	129
66	8	2	3	1	5	7	2	1	4	2	35	2	1	3	4	2	5	2	1	7	3	21	36	35	27	30	149
67	2	1	0	0	5	2	1	4	2	1	18	9	2	7	3	8	2	5	5	6	4	26	35	29	27	23	140
68	3	1	4	2	5	2	7	3	1	2	30	3	7	8	8	4	2	3	4	2	5	27	20	38	39	37	161
69	2	1	6	2	8	2	3	7	5	4	40	2	9	8	5	4	3	7	2	1	6	16	26	28	32	39	141
70	7	3	2	1	4	5	9	1	3	4	39	8	2	6	3	4	5	7	3	1	4	27	17	19	35	32	130
71	7	2	1	3	6	2	5	4	9	2	41	7	3	9	1	6	2	5	3	10	8	38	29	46	35	33	181
72	9	2	1	3	4	5	2	7	6	2	41	7	3	1	2	5	2	6	9	10	9	36	46	35	32	20	169
73	7	3	6	2	1	4	5	2	8	2	40	6	2	4	3	8	2	6	3	2	1	28	32	33	31	30	154
74	8	2	1	3	0	0	5	2	0	1	22	6	2	3	4	5	2	1	9	7	2	38	32	36	24	10	140
75	8	6	5	2	3	7	2	1	4	5	43	9	2	7	3	1	4	6	5	2	1	38	37	23	32	20	150

गोपनीय

# A. TEST

कोड नं.

क्रम संख्या

by :

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कक्षा..... आयु..... लिंग.....

विद्यालय.....

## निर्देश :

आपके दैनिक व्यवहार व परिस्थितियों से सम्बन्धित कुछ कथन दिये गये हैं। एक समान स्थिति में अलग-अलग व्यक्ति अपने-अपने ढंग से व्यवहार करते हैं। आप इन कथनों को एक-एक कर पढ़िये और निश्चय कीजिये कि कथन में कही गई बात आपके लिये सही है या गलत। यदि कथन में कही गई बात सही है तो 'हाँ' के खाने पर सही का चिन्ह ☒ लगाइये। इसी प्रकार यदि कही गई बात सही नहीं है तो 'नहीं' के खाने पर सही का चिन्ह ☒ लगाइये।

आपके उत्तरों को गुप्त रखा जायेगा। बिना किसी संकोच के यथाशीघ्र उत्तर दीजिये।

FACTORS	SCORES	LEVEL	REMARK
a			
b			
c			
d			
e			
f			
g			
h			
i			
j			
TOTAL			

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हाँ नहीं

- 1a. मैं अपने स्वास्थ्य के कारण परेशान रहता हूँ। ☐ ☐
- 2b. मुझे अक्सर बुरे व डरावने सपने आते हैं। ☐ ☐
- 3c. मेरे परिवार के सदस्यों के साथ तनावपूर्ण सम्बन्ध रहते हैं। ☐ ☐
- 4d. अपने को अभागा व असहाय अनुभव करता हूँ। ☐ ☐
- 5e. मैं कठिनाइयों से जूझने की अपेक्षा भाग जाना अधिक पसन्द करता हूँ। ☐ ☐
- 6f. मैं प्रेम तथा सच्ची भावनाओं को पूरी तरह व्यक्त नहीं कर पाता हूँ। ☐ ☐
- 7g. शीशे में अपनी शक्ल देखकर परेशान हो जाता हूँ। ☐ ☐
- 8h. मैं अध्यापक द्वारा कक्षा में प्रश्न पूछे जाने पर चिन्तित व परेशान हो जाता हूँ। ☐ ☐
- 9i. मुझे अक्सर अनुभव होता है कि आने वाला समय अच्छा नहीं होगा। ☐ ☐
- 10j. असफलताओं के कारण मैं स्वयं को हीन समझने लगा हूँ। ☐ ☐
- 11a. मुझे सिरदर्द की शिकायत रहती है। ☐ ☐
- 12b. मुझे डर रहता है कि मेरा निर्णय गलत हो सकता है। ☐ ☐
- 13c. कहीं बाहर से घर के तनावपूर्ण माहौल में लौटना अच्छा नहीं लगता है। ☐ ☐
- 14d. सामाजिक क्रियाकलापों में भाग लेना मेरे लिये परेशानी का काम है। ☐ ☐
- 15e. मैं दुर्भाग्य का शिकार हूँ। ☐ ☐
- 16f. विपरीत लिंग के सदस्य से बात करने में उलझन होती है। ☐ ☐
- 17g. मेरे चेहरे की बनावट और अच्छी होती, तब मेरा प्रभाव अधिक होता। ☐ ☐
- 18h. परीक्षा में अच्छे अंक प्राप्त करने के लिये निरन्तर तनाव का अनुभव करता हूँ। ☐ ☐
- 19i. मैं यह सोचकर चिन्तित हूँ कि कुछ व्यक्तियों के कारण मेरा भविष्य अच्छा नहीं है। ☐ ☐
- 20j. मैं अनुभव करता हूँ कि अपने सभी बहिन-भाइयों में, मैं सबसे बेकार हूँ। ☐ ☐
- 21a. मुझे प्रायः कमजोरी रहती है तथा चक्कर आते हैं। ☐ ☐
- 22b. मैं अक्सर मानसिक परेशानियों से ग्रस्त रहता हूँ। ☐ ☐
- 23c. मेरा भाई-बहिनों से अक्सर मनमुटाव बना रहता है। ☐ ☐
- 24d. मुझे अपरिचित लोगों से घुलने मिलने में डर लगता है। ☐ ☐

- 25e. मेरा कार्य बिल्कुल नीरस और उबाऊ है। ☐
- 26f. मुझे डर है कि मेरा जीवनसाथी मुझसे बिछुड़ न जाये। ☐
- 27g. मैं देखने में आकर्षक नहीं हूँ। ☐
- 28h. परीक्षा में फेल होने का भय सताता रहता है। ☐
- 29i. वृद्धावस्था की परेशानियाँ सोचकर चिन्तित रहता हूँ। ☐
- 30j. किसी कार्य की असफलता का कारण अपने आपको मानता हूँ। ☐
- 31a. इस बात को सोचकर परेशान रहता हूँ कि कहीं बीमार न हो जाऊँ। ☐
- 32b. मेरी कमजोरियाँ जो दूसरों को पता हैं, मुझे परेशान करती हैं। ☐
- 33c. माता-पिता के दकियानूसी विचारों के कारण मेरे मतभेद बने रहते हैं। ☐
- 34d. मुझे ऐसा कार्य करने में भय लगा रहता है, जिसकी समाज आलोचना करे। ☐
- 35e. मैं देर रात तक अपने कार्यों में लगा रहता हूँ। ☐
- 36f. परिवार की अपेक्षा कहीं बाहर मुझे अधिक प्यार व स्नेह मिल पाता है। ☐
- 37g. अपनी शारीरिक कमी को छिपाने का प्रयास करता हूँ। ☐
- 38h. पढ़ाई मेरे लिये बोझ बन गई है। ☐
- 39i. मेरी मृत्यु के बाद मेरे घर-परिवार का क्या होगा ? यह सोचकर परेशान रहता हूँ। ☐
- 40j. मैं स्वयं अपने में सुधार लाने के लिये चिन्तित रहता हूँ। ☐
- 41a. मैं अक्सर अनुभव करता हूँ कि मेरी हृदय गति कुछ तेज चलती है। ☐
- 42b. मुझे आत्महत्या या मृत्यु से सम्बन्धित विचार आते हैं। ☐
- 43c. परिवार के सदस्यों के बीच खिंचाखिंची रहती है। ☐
- 44d. मैं लोगों की आलोचना से भयभीत हो जाता हूँ। ☐
- 45e. पुराने दुःखद दिनों की याद कर दुःखी होता हूँ। ☐
- 46f. मेरे मित्रों से मतभेद बने रहते हैं। ☐
- 47g. मेरी शारीरिक कमी मेरी प्रगति में बाधक है। ☐
- 48h. मैं इस बात से चिन्तित रहता हूँ कि कक्षा के होशियार छात्रों में मेरी गिनती नहीं होती है। ☐

हाँ नहीं

- 49i. भविष्य की उलझनें ही मेरी चिन्ता का कारण हैं। ☐ ☐
- 50j. मेरी तुलना दूसरों से करने पर मुझे हीनता का अनुभव होता है। ☐ ☐
- 51a. मेरा शरीर अक्सर थकान भरा रहता है। ☐ ☐
- 52b. मैं अक्सर चिन्ता के कारण आराम नहीं कर पाता हूँ। ☐ ☐
- 53c. मैं चिन्तित हूँ क्योंकि परिवार की आय लगातार कम हो रही है। ☐ ☐
- 54d. अपने सहयोगियों पर अत्यधिक विश्वास नहीं रखता हूँ। ☐ ☐
- 55e. बाहर जाने पर यह आशंका बनी रहती है कि मेरी गाड़ी छूट न जाये। ☐ ☐
- 56f. जल्दी ही किसी को मित्र बना लेना मेरे लिये कठिन कार्य है। ☐ ☐
- 57g. मुझे शंका बनी रहती है कि मैं किसी गम्भीर दुर्घटना का शिकार न हो जाऊँ। ☐ ☐
- 58h. मुझे चिन्ता है कि पढ़ाई पूरी करने के बाद कोई अच्छी नौकरी मिलेगी या नहीं। ☐ ☐
- 59i. मुझे यह चिन्ता बनी रहती है कि भविष्य में कोई संकट न आ जाये। ☐ ☐
- 60j. मेरी कमियाँ ही मेरी चिन्ता का कारण हैं। ☐ ☐
- 61a. पेट की गड़बड़ी के कारण चिन्ता बनी रहती है। ☐ ☐
- 62b. मैं अपने विचारों पर नियन्त्रण नहीं रख पाता हूँ। ☐ ☐
- 63c. मैं अपनी पारिवारिक जिम्मेदारियों के प्रति चिन्तित रहता हूँ। ☐ ☐
- 64d. मैं अक्सर दूसरों द्वारा उपेक्षित अनुभव करता हूँ। ☐ ☐
- 65e. जीवन की उलझनों को देखकर कहीं दूर चले जाने का मन होता है। ☐ ☐
- 66f. मैं प्रायः अपने जीवनसाथी के बारे में ही सोचता रहता हूँ। ☐ ☐
- 67g. मुझे इस बात की चिन्ता है कि मेरा शरीर अत्यधिक कमजोर है। ☐ ☐
- 68h. मेरी शैक्षिक योग्यता इतनी कम है कि शायद ही एक अच्छी नौकरी मुझे मिले। ☐ ☐
- 69i. यह सोचकर परेशान रहता हूँ कि बूढ़े होने पर मेरे बच्चे मेरा सम्मान करेंगे या नहीं। ☐ ☐
- 70j. कभी-कभी सोचता हूँ कि मैं किसी योग्य नहीं हूँ। ☐ ☐
- 71a. मैं शारीरिक रूप से कमजोर व बीमार बना रहता हूँ। ☐ ☐
- 72b. मैं अक्सर एकाग्रता की कमी का अनुभव करता हूँ। ☐ ☐

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73c. मैं प्रायः किसी न किसी पारिवारिक झंझट में उलझा रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
74d. किसी सामाजिक गलती करने पर उसे भूल नहीं पाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
75e. सभी प्रकार से तैयार होते हुये भी असफलता की आशंका बनी रहती है।	<input type="checkbox"/>	<input type="checkbox"/>
76f. यौन सम्बन्धी बातों को सोचकर परेशान रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
77g. मैं अक्सर अपने बेडौल शरीर के कारण चिन्तित रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
78h. नौकरी प्राप्त करने के लिये व्याप्त भ्रष्टाचार मुझे चिन्तित करता है।	<input type="checkbox"/>	<input type="checkbox"/>
79i. मुझे यह शंका बनी रहती है कि भविष्य में मेरी नौकरी न छूट जाये।	<input type="checkbox"/>	<input type="checkbox"/>
80j. मुझमें कोई कमी है जो मुझे परेशान करती है।	<input type="checkbox"/>	<input type="checkbox"/>
81a. मेरे हाथ की हथेली में अक्सर पसीना आ जाता है।	<input type="checkbox"/>	<input type="checkbox"/>
82b. मुझे चिन्ता के कारण प्रायः नींद नहीं आती है।	<input type="checkbox"/>	<input type="checkbox"/>
83c. मुझे डर लगा रहता है कि मैं अपनी सारी पारिवारिक समस्याओं को कैसे सुलझाऊँगा।	<input type="checkbox"/>	<input type="checkbox"/>
84d. मेरा जीवन एक बोझ बन चुका है।	<input type="checkbox"/>	<input type="checkbox"/>
85e. असफलता की आशंका मात्र से मेरा मन भयभीत हो जाता है।	<input type="checkbox"/>	<input type="checkbox"/>
86f. यौन सम्बन्धी ऐसे स्वप्न देखता हूँ कि किसी को बता नहीं सकता।	<input type="checkbox"/>	<input type="checkbox"/>
87g. सड़क पर चलते समय दुर्घटना की आशंका से भयभीत रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
88h. अत्यधिक दिवा-स्वप्न अथवा कल्पना लोक में डूबा रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
89i. मुझे यह आशंका बनी रहती है कि मैं गुस्से में किसी को जान से मार न दूँ।	<input type="checkbox"/>	<input type="checkbox"/>
90j. मेरी छोटी गलती भी दूसरों को बढ़ा-चढ़ाकर बताई जाती है।	<input type="checkbox"/>	<input type="checkbox"/>
91a. मुझे गैस व एसीडिटी की परेशानी बनी रहती है।	<input type="checkbox"/>	<input type="checkbox"/>
92b. मुझे जरा सी परेशानी सामने आने पर रोना आ जाता है।	<input type="checkbox"/>	<input type="checkbox"/>
93c. अपने मित्रों को घर बुलाने में परेशानी का अनुभव करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
94d. मैं दूसरों द्वारा अपना मजाक बनाये जाने पर परेशान हो जाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
95e. मेरे किसी कार्य में सफलता की अपेक्षा असफलता की सम्भावना बनी रहती है।	<input type="checkbox"/>	<input type="checkbox"/>
96f. यह सोचकर चिन्तित रहता हूँ कि मेरी यौन शक्ति क्षीण न हो जाये।	<input type="checkbox"/>	<input type="checkbox"/>

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97g. अपनी शारीरिक बनावट के कारण चिन्तित रहता हूँ।

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98h. यह सोचकर चिन्तित रहता हूँ कि मेरी पढ़ाई पूरी हो पायेगी अथवा नहीं।

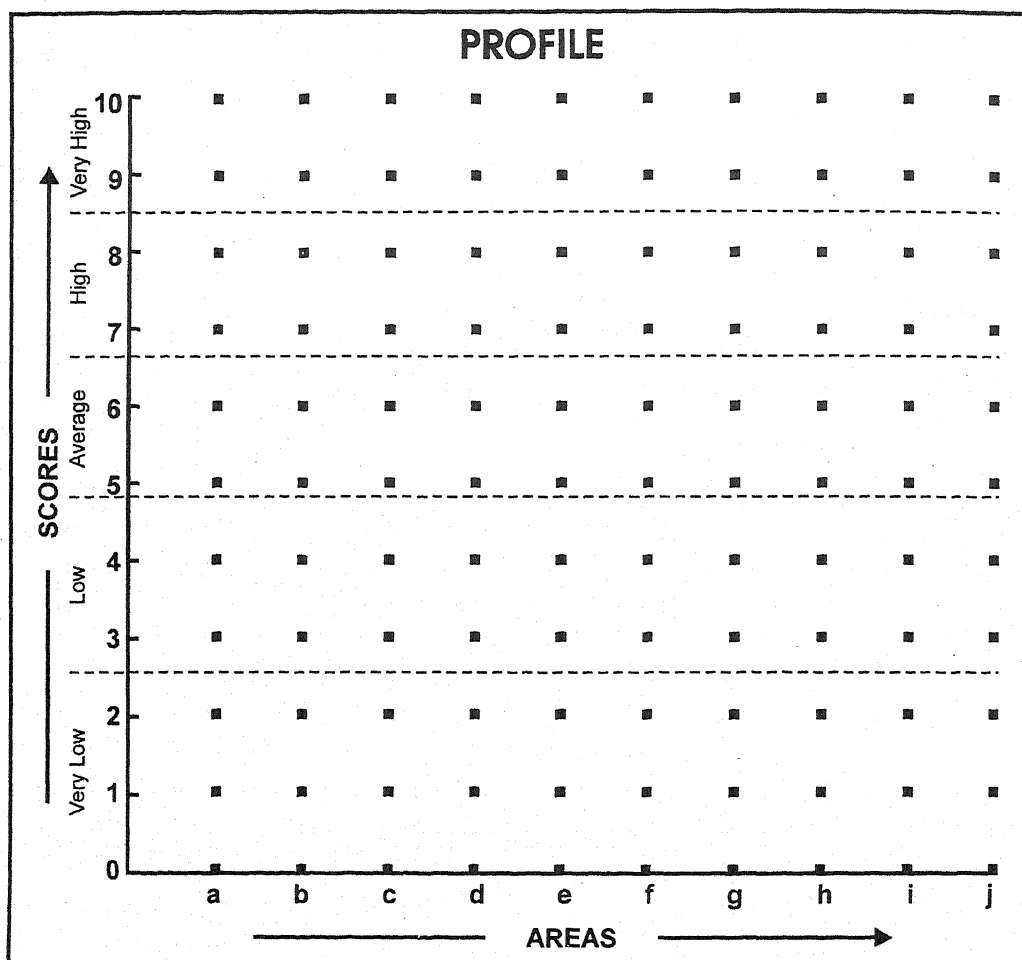
☐ ☐

99i. भविष्य के विषय में भय का भाव मुझे सताता है।

☐ ☐

100j. कभी-कभी अनुभव करता हूँ कि मुझे कोई पसन्द नहीं करता है।

☐ ☐



गोपनीय

कोड नं.

क्रम संख्या

**M.P.I.**

by :

**DR. TARESH BHATIA**

READER

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&

**ARUNIMA PATHA**

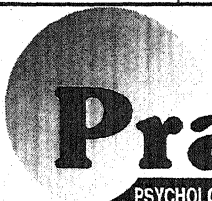
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**निर्देश :**

दैनिक व्यवहार व परिस्थितियों से सम्बन्धित कुछ कथन दिये गये हैं। एक समान स्थिति में अलग-अलग व्य अपने-अपने ढंग से व्यवहार करते हैं। आप इन कथनों को एक-एक कर पढ़िये और निश्चय कीजिये कि कथन में व गई बात आपके लिये सही है या गलत। यदि कथन में कही बात सही है तो 'हाँ' के खाने पर सही का चिन्ह ☒ लगाइ इसी प्रकार यदि कही गई बात सही नहीं है तो 'नहीं' के खाने पर सही का चिन्ह ☒ लगाइये।

बिना किसी संकोच के यथाशीघ्र उत्तर दीजिये।

VARIABLES	SCORES	LEVEL	REMARK
a			
b			
c			
d			
e			
f			
g			
h			
i			
j			
TOTAL			



**Prakhar**

PSYCHOLOGICAL TESTING & RESEARCH CENTRE

NEW PATEL NAGAR, (NEAR THADESHWAR)  
MANDIR) ORAI-285001 (JALAUN) U.P.

	हाँ	नहीं
1a. मेरे सामने चाहे जितनी भी परेशानी आये मैं अपना वादा पूरा करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
*2b. मैं एकान्त प्रिय हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
3c. मुझे डर रहता है कि मेरा निर्णय गलत हो सकता है।	<input type="checkbox"/>	<input type="checkbox"/>
4d. अपने से बड़ों की गलत बात चुपचाप स्वीकार नहीं कर सकता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
5e. मेरे अपने विचार उतने ही महत्वपूर्ण हैं, जितने अन्य व्यक्तियों के विचार महत्वपूर्ण हैं।	<input type="checkbox"/>	<input type="checkbox"/>
6f. मैं छोटे-छोटे मामलों में कुछ ज्यादा ही परेशान हो जाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
7g. बिना किसी खास कारण के मेरी मन:स्थिति (Mood) बदल जाती है।	<input type="checkbox"/>	<input type="checkbox"/>
8h. मैं अपने लिये कठिन लक्ष्य का निर्धारण करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
9i. दूसरे व्यक्तियों के प्रति सदभावना रखता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
10j. मैं किसी भी सामाजिक स्थिति को आवश्यक होने पर नियंत्रित कर सकता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
11a. सामान्यतः यदि कोई मुझे इन्तजार करवाता है तब मैं परेशान हो जाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
*12b. सामाजिक कार्यक्रमों व उत्सवों में मेरी रुचि नहीं है।	<input type="checkbox"/>	<input type="checkbox"/>
13c. मैं दुर्भाग्य का शिकार हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
14d. दूसरों के विचारों की तीव्र आलोचना करने की इच्छा होती है।	<input type="checkbox"/>	<input type="checkbox"/>
15e. उच्च महत्वाकांक्षा की सम्भावित सफलता के लिये मैं निरन्तर कार्य में जुटा रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
16f. मैं मानता हूँ कि प्रत्येक व्यक्ति अपनी तरह से जीवन जीने के लिये स्वतन्त्र है।	<input type="checkbox"/>	<input type="checkbox"/>
17g. मैं जरा सी असफलता से बहुत अधिक परेशान हो जाता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
18h. मैं बिना किसी प्रोत्साहन के लम्बे समय तक थकान भरे कार्य कर सकता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
19i. समाज के अधिकांश लोग विश्वास योग्य हैं।	<input type="checkbox"/>	<input type="checkbox"/>
20j. भाषण देने अथवा वाद-विवाद करने में सदैव आगे रहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>

- 21a. मेरी सभी आदतें अच्छी व जरूरी हैं।
- \* 22b. मैं क्रोध आने पर भी चुप रहता हूँ।
- 23c. मैं अक्सर मानसिक परेशानियों से ग्रस्त रहता हूँ।
- 24d. विरोधी जैसा व्यवहार करें वैसा ही व्यवहार करना आवश्यक होता है।
- 25e. मैं अपनी उच्च महत्वाकांक्षा प्राप्त न होने पर अन्य किसी दूसरे लक्ष्य की प्राप्ति से सन्तुष्ट नहीं हो सकता हूँ।
- 26f. मैं दूसरों की तरह सुखी नहीं हूँ।
- \* 27g. चाहे जो भी स्थिति हो, मैं शान्त रहता हूँ।
- 28h. मुझे यदि मौका मिले तो मैं देश व समाज के लिये बहुत कुछ कर सकता हूँ।
- 29i. दूसरों के दुःख को देखकर जल्दी ही दुःखी हो जाता हूँ।
- 30j. मुझे विभिन्न चुनौतियों का सामना कर उन पर विजय प्राप्त करना पसन्द है।
- 31a. मुझे दिये गये निश्चित समय पर पहुँचने में कभी देर नहीं होती है।
- 32b. मैं अधिक से अधिक लोगों से मेल-मिलाप रखना बहुत पसन्द करता हूँ।
- 33c. अधिकांश लोग स्वार्थी हैं और जब सम्भव होता है, आपसे लाभ उठाते हैं।
- 34d. मैं अपने पर हो रहे अन्याय को कतई बर्दाश्त नहीं कर सकता हूँ।
- 35e. उच्च महत्वाकांक्षाओं द्वारा मेरे अधिकांश निर्णय निर्धारित होते हैं।
- 36f. आजकल अत्यधिक सजग रहने की आवश्यकता है, अन्यथा आप कभी भी बेबकूफ बनाये जा सकते हैं।
- 37g. किसी संवेगात्मक आघात से बाहर आने में मुझे काफी समय लग जाता है।
- 38h. मैं अपने को एक सफल व्यक्ति मानता हूँ।
- 39i. मैं ऐसे व्यक्ति की मदद करता हूँ जो कि वास्तव में दुःखी है।
- 40j. मैं दोषी व्यक्ति को कठोर सजा देना आवश्यक समझता हूँ।

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41a. मैं बेकार की गणों में शामिल नहीं होता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
42b. अपरिचित लोगों से जल्दी ही मेल-जोल बढ़ा लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
43c. मेरी कमजोरियाँ जो दूसरों को पता है, मुझे परेशान करती हैं।	<input type="checkbox"/>	<input type="checkbox"/>
44d. अन्य सिद्धान्तों से भिन्न होते हुये भी मैं अपने सिद्धान्त पर अधिक विश्वास करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
45e. दैनिक कार्यों की अपेक्षा दूरगामी लक्ष्य प्राप्ति हेतु मेरे प्रयास अधिक महत्वपूर्ण हैं।	<input type="checkbox"/>	<input type="checkbox"/>
46f. आज किसी पर विश्वास करना काफी कठिन है, क्योंकि मूलतः सभी स्वार्थी हैं।	<input type="checkbox"/>	<input type="checkbox"/>
47g. मुझे जल्दी ही गुस्सा आ जाता है।	<input type="checkbox"/>	<input type="checkbox"/>
48h. नई परिस्थितियों में भी आत्म विश्वास के साथ कार्य कर सकता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
49i. गरीब व विकलांग व्यक्तियों के प्रति सहानुभूति रखनी उचित है।	<input type="checkbox"/>	<input type="checkbox"/>
50j. मैं अपने क्षेत्र में सर्वोच्च सत्ता प्राप्त करना चाहता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
51a. मैं झूठ बोलने से बचता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
52b. मैं बिना किसी झिझक के लोगों के बीच अपनी बात रख सकता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
53c. मैं चिन्तित रहता हूँ कि कहीं मुझे कोई गम्भीर बीमारी न हो जाये।	<input type="checkbox"/>	<input type="checkbox"/>
54d. अपने आदर्शों के प्रचार व प्रसार का भरसक प्रयास करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
55e. मैं प्रत्येक कार्य सम्भावित सफलता की निश्चितता के आधार पर करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>
56f. कुछ लोगों से इतना परेशान हूँ कि मन करता है, उनकी अच्छी खबर लूँ।	<input type="checkbox"/>	<input type="checkbox"/>
57g. मुझे जल्दी ही रोना आ जाता है।	<input type="checkbox"/>	<input type="checkbox"/>
* 58h. सही समय पर सही बात कहना मेरे लिये कठिन हो जाता है।	<input type="checkbox"/>	<input type="checkbox"/>
* 59i. मैं दूसरों के सुख की परवाह नहीं करता हूँ क्योंकि उनमें से अधिकांश मेरे सुख की परवाह नहीं करते हैं।	<input type="checkbox"/>	<input type="checkbox"/>
60j. किसी उत्तरदायित्वपूर्ण कार्य को करना पसन्द करता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>

हाँ नहीं

61a. जो कार्य आज करना आवश्यक है, उसे कल के लिये नहीं टालता हूँ।

☐ ☐

62b. मैं बातूनी तथा हँसमुख हूँ।

☐ ☐

63c. मैं दूसरों के आलोचनात्मक कार्यों से विचलित हो जाता हूँ।

☐ ☐

64d. बिना मुझे समझे लोग मेरी आलोचना करते हैं।

☐ ☐

65e. पुराने दकियानूसी विचारों को त्यागकर नये तर्कसंगत सोच के आधार पर प्रगति सम्भव है।

☐ ☐

66f. बहुत अच्छी प्रकार कार्य करने के बाद भी मैं सन्तुष्ट नहीं हूँ।

☐ ☐

67g. मैं जल्दी घबरा जाता हूँ।

☐ ☐

68h. मुझे अपनी योग्यता पर पूर्ण विश्वास है।

☐ ☐

69i. सामाजिक कल्याण सम्बन्धी कार्यक्रमों में मेरी रुचि है।

☐ ☐

70j. अपने विरोधियों को किस प्रकार हराया जाता है, यह मुझे अच्छी तरह पता है।

☐ ☐

71a. पत्रों का उत्तर शीघ्र देता हूँ।

☐ ☐

\*72b. मैं अपनी आलोचना से दुःखी होकर चुपचाप बैठ जाता हूँ।

☐ ☐

73c. कभी-कभी मैं अनुभव करता हूँ कि जो वस्तु मैं देख रहा हूँ वह सत्य नहीं है।

☐ ☐

74d. मेरे उच्च आदर्श ही मेरे लिये महत्वपूर्ण हैं।

☐ ☐

75e. प्रत्येक कार्य को व्यवस्थित रूप से करने पर ही लक्ष्य की प्राप्ति सम्भव है।

☐ ☐

76f. पता नहीं यह संसार किस पतन के मार्ग पर जा रहा है ?

☐ ☐

77g. मैं कठिनाइयों से जूझने की अपेक्षा भाग जाना अधिक पसन्द करता हूँ।

☐ ☐

78h. मैं एक जिम्मेदार व्यक्ति हूँ।

☐ ☐

79i. मैं सामुदायिक उत्तरदायित्व से सम्बन्धित कार्यों में आगे रहता हूँ।

☐ ☐

80j. अपने विचारों से दूसरे लोगों पर नियंत्रण रखता हूँ।

☐ ☐

81a. दूसरों की पीठ पीछे बुराई करना अच्छा नहीं मानता हूँ।

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हाँ नहीं

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82b. किसी समूह का नेतृत्व करना पसन्द करता हूँ।

83c. मैंने दूसरों की अपेक्षा अधिक कठिन संघर्ष किया है।

84d. मैं अपनी बात जब तक स्पष्ट न कर दूँ, तब तक दूसरे की बात सुन नहीं सकता हूँ।

85e. उच्च लक्ष्य प्राप्ति में आने वाली सम्भावित बाधाओं के लिये पहले ही तैयार रहता हूँ।

86f. आज जो उत्तम है, कल वह गलत भी हो सकता है।

87g. असफलताओं के कारण मैं स्वयं को हीन समझने लगा हूँ।

88h. मैं बिना किसी परेशानी के कठिन परिस्थितियों का मुकाबला कर सकता हूँ।

89i. मैं सामाजिक कार्यों के लिये आर्थिक मदद देने में कोई कठिनाई अनुभव नहीं करता हूँ।

90j. अपने कार्यों को बलपूर्वक कराना मेरे लिये सम्भव नहीं है।

91a. मैं सभी प्रकार के अन्ध विश्वासों से पूर्णतः मुक्त हूँ।

92b. मुझमें व्यवहार कुशलता की कमी है।

93c. बिना मेरी गलती के मेरी मित्रता टूट जाती है।

94d. मैं दूसरों की आलोचना के कारण परेशान नहीं होता हूँ, क्योंकि मैं जानता हूँ कि मेरे विचार सही हैं।

95e. उच्च आकांक्षा की प्राप्ति में बाधक किसी स्थिति से समझौता नहीं कर सकता हूँ।

96f. अच्छा यह है कि हम किसी पर विश्वास न करें।

97g. मैं अक्सर तनावग्रस्त रहता हूँ।

98h. मैं अनुभव करता हूँ कि कोई बाधा मुझे अन्तिम लक्ष्य तक पहुँचने से रोक नहीं सकती है।

99i. दूसरों का दुःख अपना दुःख मानते हुये बेसहारा लोगों की मदद करता हूँ।

00j. मैं दूसरों के नियंत्रण में कार्य करना पसन्द करता हूँ।

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कोड नं. Code No.

क्रम संख्या Serial No.

# MHS

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## निर्देश : (Instructions)

आपके दैनिक व्यवहार व परिस्थितियों से सम्बन्धित कुछ कथन दिये गये हैं। प्रत्येक कथन के पाँच विकल्प दिये गये हैं — अत्यधिक सहमत, सहमत, अनिश्चित, असहमत व अत्यधिक असहमत। जिस विकल्प को आप सही मानते हैं, उस पर सही का चिन्ह ☒ लगा दें। इनमें कोई भी उत्तर सही या गलत नहीं है। मापनी का उद्देश्य केवल आपकी प्रतिक्रियाओं को जानना है।

आपके उत्तरों को पूर्णतया गुप्त रखा जायेगा। बिना किसी संकोच के उत्तर दीजिये।

Some statements concerning your behaviour and circumstances are given. Each statements has five options-strongly agree, agree, uncertain, disagree, strongly disagree. Tick ☒ the option that you consider right. None of these answers is right or wrong. The purpose of the measurement is just to know your responses.

Your responses will be kept completely secret. Respond without any hitch.

कक्षा(Class) \_\_\_\_\_ आयु(Age) \_\_\_\_\_ लिंग(Sex) \_\_\_\_\_

विद्यालय(College) \_\_\_\_\_

**Prakhar**  
PSYCHOLOGICAL TESTING & RESEARCH CENTRE

NEW PATEL NAGAR, (NEAR THADESHWARI MANDIR) ORAI-285001 (JALAUN) U.P.

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	अत्यधिक सहमत Strongly agree	सहमत Agree	अनिश्चित Uncertain	असहमत Disagree	अत्यधिक असहमत Strongly disagree
a. मैं अपने आपको पसन्द करता हूँ। I like myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. मैं अच्छा मजाक करने वाला हूँ। I am good in jokes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. मैं विषम परिस्थितियों में भी अपने कर्तव्य को नहीं भूलता हूँ। I do not forget my duty even in adverse circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. मैं दुर्भाग्य का शिकार हूँ। I am a victim of misfortune.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. मुझे ऐसा काम करने में भय नहीं लगता जिसकी समाज आलोचना करे। I am not afraid of doing what society may criticised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. मुझे बड़ा डर लगता है कि मैं अपनी पारिवारिक समस्याओं को कैसे सुलझाऊँ ? I am very much afraid how to resolve my family problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. मेरा कार्य बिल्कुल नीरस और उबाऊ है। My job is quite uninteresting and boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. मैं अपनी समस्या स्वयं सुलझा सकता हूँ। I can solve my problem myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. परिपक्व व्यक्ति होने के नाते मैं अपने संवेगों को प्रकट करने से रोकता हूँ। Being a mature person, I refrain from expressing my emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10e. मैं दूसरों के सुख की परवाह नहीं करता क्योंकि उनमें से अधिकांश मेरे सुख की परवाह नहीं करते। I do not care for other's happiness for most of them do not care for my happiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11a. मैं मात्र दूसरों को प्रसन्न करने के लिये विशेष प्रकार से व्यवहार नहीं करता हूँ। I do not behave in a special way just to please other's.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	अत्यधिक सहमत Strongly agree	सहमत Agree	अनिश्चित Uncertain	असहमत Disagree	अत्यधिक असहमत Strongly disagree
12b. मेरा परिवार बड़ा सुखी है। My family is very happy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13c. मैं अपनी जिम्मेदारियों के प्रति चिन्तित रहता हूँ। I am worried about my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 14d. मुझे डर है कि मेरा निर्णय गलत हो सकता है। I am afraid my decision may be wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 15e. मैं अकेला अनुभव करता हूँ। I feel lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16a. मेरी राय में अधिक सम्पत्ति ही पूर्ण जीवन के लिये पर्याप्त नहीं है। In my opinion, much property alone is not for perfect life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17b. मैं कभी-कभी बच्चों की तरह व्यवहार करता हूँ। जैसे- हँसना, खेलना, घूमना आदि। I sometime behave like children ; eg. laugh, play wander etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 c. मैं कठिन परिस्थितियों में भी सरलता से निर्णय लेने की योग्यता रखता हूँ। I am capable of taking decision easily even in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 19d. मैं अक्सर मानसिक परेशानियों से ग्रस्त रहता हूँ। I am often a prey to mental troubles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 20e. अधिकांश लोग स्वार्थी हैं और जब सम्भव हो आपसे लाभ उठाते हैं। Most people are selfish and when possible take advantage of you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21a. मुझे यदि जन्म लेना होता तो मैं वही व्यक्ति होना पसन्द करता जो मैं हूँ। If I were to be born, I would like to be the person that I am.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22b. मन शान्त व आनन्दित बना रहे, इसका मैं सदैव ध्यान रखता हूँ। I always take care that mind should be calm & Joyful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	अत्यधिक सहमत Strongly agree	सहमत Agree	अनिश्चित Uncertain	असहमत Disagree	अत्यधिक असहमत Strongly disagree
23c. मैं हमेशा समस्याओं से जूझने के लिये तत्पर रहता हूँ। I am always ready to struggle with problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24d. मुझे जल्दी ही गुस्सा आ जाता है। I am short tempered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25e. मुझे अपरिचित लोगों से घुलने-मिलने में डर लगता है। I fear being intimate with strangers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26a. मैं विषम परिस्थितियों में वास्तविकता से दूर रहते हुये कार्य करता हूँ। In adverse circumstances, I act keeping away from reality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27b. चिन्ता व तनाव से दूर एक खुशहाल जीवन गुजारने का निरन्तर प्रयास करता हूँ। I always try to pass a happy life away from anxiety and stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28c. चुनौती व जिम्मेदारीपूर्ण कार्य करने में मुझे प्रसन्नता होती है। I find joy in doing work that is full of challenge and responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 29d. मैं कठिनाइयों से जूझने की अपेक्षा भाग जाना अधिक पसन्द करता हूँ। I prefer avoiding hardship to struggle with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30e. सामाजिक कल्याण सम्बन्धी कार्यों में मेरी रुचि है। I am intrested in social welfare activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31a. मैं कठिन समय में भी तर्क के आधार पर कार्य करता हूँ। Even in hard time. I act on the basis of reason.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32b. कभी-कभी हास्य-विनोद की बातें करके हँसने-हँसाने का प्रयास करता हूँ। I sometimes try to indulge in humour and jokes to laugh and make others laugh.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* 33c. विचारों तथा निर्णयों के लिये मैं आदत से दूसरों पर निर्भर हूँ। For thoughts and decisions, I habitually depend on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

अत्यधिक सहमत Strongly agree	सहमत Agree	अनिश्चित Uncertain	असहमत Disagree	अत्यधिक असहमत Strongly disagree
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- \* 34d. असफलताओं के कारण मैं स्वयं को हीन समझने लगता हूँ। ☐ ☐ ☐ ☐ ☐  
On account of failure, I consider myself inferior.
- 35e. मैं सामुदायिक उत्तरदायित्व से सम्बन्धित कामों में आगे रहता हूँ। ☐ ☐ ☐ ☐ ☐  
I keep on the front in activities related to group responsibility.
- 36a. कभी-कभी न चाहते हुये भी वास्तविक तथ्यों के आधार पर निर्णय लेता हूँ। Sometimes even unwillingly, I take decision on the basis of actual facts. ☐ ☐ ☐ ☐ ☐
- 37b. आहार तथा व्यवहार को सन्तुलित रख लम्बी आयु प्राप्त करने का प्रयास करता हूँ। I try to attain long life by stiching to balance diet and behaviour. ☐ ☐ ☐ ☐ ☐
- 38c. मैं अन्तिम दौर में दूसरों की अपेक्षा खुद के निर्णयों पर भरोसा करता हूँ। In the final round I trust my own decisions rather than those of others. ☐ ☐ ☐ ☐ ☐
- \* 39d. मैं जल्दी ही नर्वस हो जाता हूँ। I get nervous shortly. ☐ ☐ ☐ ☐ ☐
- 40e. व्यक्तिगत कार्यों की अपेक्षा सामाजिक कार्यों को अधिक महत्व देता हूँ। I give more importance to social work rather than personal work. ☐ ☐ ☐ ☐ ☐
- 41a. पुराने अनुभवों के आधार पर अच्छी तरह सोच-विचारकर निर्णय लेता हूँ। I take decisions after careful consideration on the basis of past experiences. ☐ ☐ ☐ ☐ ☐
- 42b. व्यस्त होने पर भी प्रातः सैर करने और व्यायाम के लिये समय देता हूँ। In spite of being busy, I spare time for morning walk and exercise. ☐ ☐ ☐ ☐ ☐
- 43c. मैं स्वयं अपने भविष्य के निर्माण का प्रयास करता हूँ और मुझे अपने पर विश्वास है। I myself try to shape my future and I trust myself. ☐ ☐ ☐ ☐ ☐

- |                                                                                                                                                             | अत्यधिक<br>सहमत<br>Strongly<br>agree | सहमत<br>Agree            | अनिश्चित<br>Uncertain    | असहमत<br>Disagree        | अत्यधिक<br>असहमत<br>Strongly<br>disagree |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|--------------------------|--------------------------|------------------------------------------|
| * 44d. मैं प्रेम तथा सच्ची भावनाओं को पूरी तरह व्यक्त नहीं कर पाता हूँ।<br>I cannot express fully love or sincere feelings.                                 | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 |
| 45e. सामाजिक स्थिति के परिवर्तित होने पर भी स्वयं को उसी प्रकार परिवर्तित कर लेता हूँ। I adapt myself to the changes in social circumstances.               | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 |
| 46a. मैं लोगों की आलोचना से डरता हूँ।<br>I am afraid of people's criticism.                                                                                 | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 |
| 47b. मुझे नींद अच्छी आती है। I get sound sleep.                                                                                                             | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 |
| * 48c. मैं जल्दबाजी में निर्णय करता हूँ और बाद में पछताता हूँ।<br>I decide rashly and repent afterwards.                                                    | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 |
| * 49d. मेरी कमजोरियाँ जो दूसरों को पता हैं, मुझे परेशान करती हैं। My weakness that are known to others, trouble me.                                         | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 |
| 50e. मैं सामाजिक कार्यों के लिये आर्थिक मदद देने में कोई कठिनाई अनुभव नहीं करता हूँ। I feel no difficulty in providing financial aid for social activities. | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 |

AREAS	SCORES	INTERPRETATION	REMARK
a. REA			
b. JFL			
c. AUT			
d. ES			
e. SM			
TOTAL			